

2021 Annual Report

Winmalee Public School



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Introduction

The Annual Report for 2021 is provided to the community of Winmalee Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Winmalee Public School which is situated on Daruga and Gundungurra land, high expectations and current evidence-based practice encourage students to strive to reach their full potential.

We are a connected community of resilient learners, growing together to foster positive engagement while preparing our students to become life long learners.

School context

Winmalee Public School is situated in the Blue Mountains and is on Daruga and Gundungurra land. After extensive consultation with students, staff and the community and deep reflection on practice using the 'What Works Best' research, School Excellence Framework, John Hattie's Visible Learning research and Tell Them From Me data it was evident that there were two key areas for improvement. These two key areas are effective feedback strategies between students, staff and the community and effective forms of collaboration between students, staff and the community. Underpinning these two focus areas there will also be a strong focus on high expectations for all, wellbeing through engagement in learning and extra-curricular activities and an increased focus on attendance.

At Winmalee Public School there is a focus on embedding Aboriginal Education into everyday learning, fostering individual abilities and interests through academic programs, sporting activities and expression is encouraged through Creative Arts. The school has programs that build self-esteem, ensuring responsible behaviour and a strong sense of civic pride. At Winmalee Public School there are many programs and initiatives that are part of our school. These include: PSSA Sport and Winmalee Cup, Native Gardening Club, SRC, Junior and Senior Dance, Choir, Band, Strings and Recorder Groups, Premier's Reading Challenge, Public Speaking Competitions and Debating and a Movie Making Group. There is a strong emphasis on high expectations and students engage with the curriculum through success criteria, learning intentions and by setting individual learning goals. The staff work collaboratively and productively with each other and the community to ensure the best outcomes are achieved for each student. Wellbeing is a focus for all students, staff and the community and the school embeds the 'Smiling Minds Program' and works with the community hub to support families.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

At Winmalee Public School there is a strong and dedicated focus on student growth and attainment both academically and in the area of wellbeing. Staff, students and parents will work together to develop and extend strong foundational skills in literacy and numeracy, content knowledge and the ability to learn, adapt and be responsible citizens.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Feedback and learning goals to impact learning
- Mathematical comprehension
- Students as reflective learners - self reported grades
- Writing improvement

Resources allocated to this strategic direction

Socio-economic background: \$2,500.00

Summary of progress

Teachers continued to use student data to set effective learning goals during 2021. These learning goals also provided the framework for feedback on learning and the 'where to next' for students. In 2022 student learning goals will be shared with parents so that they are given the opportunity to have a deeper understanding of student learning and to offer feedback on the learning goal. Mathematical comprehension was a strong focus for 2021 and will continue to be so for the future. The Mid Mountains mathematical comprehension action plan was developed and a 1 day conference was organised and held in Term 2. All staff from the 6 Mid Mountains schools came together to participate in professional learning conducted by the State Mathematics team. Staff across the 6 schools also collaborated with each other in the area of effective assessments and mathematical strategies. This professional learning has a positive impact on student learning and teacher practice. Team members will meet in early Term 1 2022 to break down the Check In assessments of each school and establish professional learning communities where targeted professional learning can be delivered. In 2021 the school funded a writing Instructional Leader (wIL). The wIL provided demonstration lessons for staff and students, conducted professional learning for all staff and used student data to drive improvement in writing. The impact of the wIL was evident in NAPLAN writing data. Year 3 NAPLAN data showed that our students outperformed both State and other like schools. Year 5 data showed that students were closing the gap between State and other like schools. The wIL will continue in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
There will be a 15% increase in Year 3 top 2 bands in NAPLAN writing. There will be a 5% increase in Year 5 top 2 bands in NAPLAN writing	In 2019 49% of students in year 3 achieved in bands 5 and 6 for Naplan writing. In 2021 77% of students in year 3 were in band 5 or higher. In year 5 achievement in writing improved in the middle bands, but students results in the top two bands remained stable at around 16%. In 2019 51% of students performed in the top two bands in numeracy. In 2021, 57 % percent of students were in that band. In 2019 46% of year 5 students performed in the top two bands in numeracy in year 5, in 2021 this increased to 54%.
There will be 10% increase shift in all bands across both Year 3 and Year 5 NAPLAN numeracy	In 2021 there were no students in the Year 3 bottom NAPLAN numeracy band for the school. The biggest shift in bands for Year 3 were between bands 3 and 5. Band 3 had 8% of students in it compared to 2019 which had 21%, band 4 had 23% of students in it compared to 17% in 2019 and band 5 saw a 6% increase of students when compared to 2019. Year 5 NAPLAN numeracy data shows that there was a decrease of students in the bottom 3 bands and an increase of students in the top 3 bands. Band 7 saw the biggest increase which was 7% and band 8 increase by 1%. This

<p>There will be 10% increase shift in all bands across both Year 3 and Year 5 NAPLAN numeracy</p>	<p>positive shift is a result of the sustained focus on student centered data driven practice, along with the continuation of the 'Bump it Up' groups and extension mathematics groups.</p>
<p>20% of Year 5 students will demonstrate positive growth in NAPLAN reading and numeracy</p>	<p>The 2021 NAPLAN growth data states that 72% of Year 5 students displayed at or above expected growth in both reading and numeracy. This progress measure will need to be reviewed for 2024 due to the fact that the target set for 2024 has been achieved in 2021. In the aspect of writing 63% of Year 5 students achieved at or above expected growth. The area of writing will continue to be an ongoing focus area for the school.</p>

Strategic Direction 2: Teacher growth and attainment

Purpose

At Winmalee Public School student learning is underpinned by high quality teaching. Teachers take a shared responsibility to evaluate the effectiveness of their teaching practices, and in the analysis of student engagement and learning and growth to plan for the ongoing learning of students, and to promote a transparent and high expectation learning culture.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Staff as effective collaborators of best practice
- Staff as effective givers and receivers of feedback to improve student outcomes
- Staff as active and effective participants in professional learning to enhance own practice

Resources allocated to this strategic direction

Socio-economic background: \$16,000.00

QTSS release: \$7,000.00

Summary of progress

Due to the nature of the 2021 school year staff were only able to meet twice to collaborate in 'collective teacher efficacy days'. The focus for these days was writing and additive strategies data and how to effectively meet the needs of the students who had been impacted by the remote learning phases in 2020 and 2021. After close analyses of internal data sets indicated that there was minimal disruption to students learning in the areas of reading comprehension and Mathematics. While Quality Teaching Rounds could not occur during the 2021 school year, staff indicated that they strongly agreed that this was an important aspect to the strategic direction 2 theme of teacher growth and attainment. When surveyed, 60% of staff indicated that they were willing to have a lesson filmed so that the quality teaching rounds could occur even in a COVID style environment. This will be a focus for the 2022 school year. The Mid Mountains Mathematical Comprehension Project was able to host a staff development training day in Term 2. Staff from across the 6 schools came together to participate in professional learning and assessment moderation. Exit slip survey data indicated that this day was beneficial to staff professional practice and that having another staff development data like this would enhance their knowledge around mathematical comprehension. The project was then put on hold for the remainder of the 2021 school year due to COVID restrictions.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
School self-assessment of the element 'Learning Culture', 'Curriculum', 'Assessment', 'Reporting', 'Professional Standards', 'Learning and Development' and 'Educational Leadership' indicates improvement from Sustaining and Growing to Excelling 100% of classroom teachers to actively participate in Collective Teacher Efficacy days in the areas of Reading, Writing and Maths. 100% of teacher using data gained to adapt teaching programs and plan learning goals with students.	During Term 1 and 2 staff were able to meet to conduct 'collective teacher efficacy' days. The focus for the days were writing and additive strategies. Staff were able to plot students on both the Literacy and Numeracy Progressions and have professional discussion around assessment and 'where to next' for the students.
This measure has been moved forward	The planned Quality Teaching Rounds could not go ahead due to

<p>to 2022 due to staff being unable to meet under COVID 19 restrictions.</p> <p>In 2022 staff will record lessons and then meet to give feedback through QTR</p>	<p>restrictions around COVID. In 2022 participating staff will record their lessons and form professional learning communities so that QTR can go ahead, regardless of the availability of casual teaching staff. Lesson feedback will occur in designated professional learning times after school</p>
<p>Mathematics team to participate in mathematical professional learning that is delivered through state office.</p>	<p>A staff member from K-2 and a staff member from 3-6 participated in State delivered professional learning that focused on mathematical comprehension and mathematical process. 'Starting Strong' (K-2) and 'Big Ideas' (3-6) were then delivered to stage teams throughout the year in a COVID safe way. These professional learning sessions focused on the concept of 'number talks' and using a variety of strategies to solve mathematical questions.</p> <p>Staff also participated in professional learning as part of the mid Mountains Mathematical Comprehension Project. 6 schools across the mid mountains came together for a day where the professional learning focused on mathematical comprehension and assessment moderation. Staff across the schools were also able to network and collaborate around best practice and student achievement.</p>

Strategic Direction 3: Community growth and attainment

Purpose

At Winmalee Public School there is a strong commitment to fostering a school-wide community culture of high expectations and a shared sense of responsibility for student engagement, learning development and success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Strong attendance
- Effective feedback strategies
- Strong collaborative practices

Resources allocated to this strategic direction

Summary of progress

In Semester 1 2021 the school was making excellent progress in the area of attendance. Parents were informed of when their child's attendance rate fell below 80%. This process saw an increase in student attendance, along with regular parent meetings either by phone or in person. During the remote learning phases in Term 3 the majority of the students conducted remote learning from home. The community were extremely supportive of the school and worked with the school to support the learning of their child. Once school returned to face to face there was a significant increase in students leaving early or coming to school late. This will have to be addressed in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the attendance rate of students attending 90% of the time to 65%	<p>Following the PL by our HSLO we were able to ascertain that our staff are aware of their responsibilities. Staff are phoning parents and using the attendance logs to track attendance. Attendance concerns are being discussed at weekly Exec meetings and fortnightly LST Meetings. In Semester 1 meetings were held with parents of students with low attendance.</p> <p>Promotional information has been included in each newsletter, with a focus for each term. Posters promoting attendance have yet to be placed around the school.</p> <p>An attendance incentive approach to be used in each class was developed by the SD team, however due to COVID in T3 the trial was not able to be implemented. This approach will be trialed in Term 1 2022 and moved across all classes if effective.</p>
Student learning goals (teacher set) and student reflection to be sent home in a separate document at the end of term 2 and term 4 - Due to COVID and the learning from home requirement this measure has been moved into 2022.	<p>This will be started in 2022 and Strategic Direction team 1 and 3 will need to work together to develop a format for this to occur. This process will be trialed through the PLP process.</p>
School to develop effective ways to gain quality feedback from the community in regards to teaching and learning and refine communication processes	<p>Survey of parents was conducted at our PT interview evening. Parents completed the online survey and the data was collated. It revealed a positive and agreeable response from parents showing that they too valued a strong connection with the school & they considered we were catering for the well being of their children. Building on this foundation our next steps</p>

School to develop effective ways to gain quality feedback from the community in regards to teaching and learning and refine communication processes

will be to refine the communication with parents focusing more specifically on student engagement with learning.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$349.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Refugee student support funds were used to provide targeted SLSO support to identified students <p>The allocation of this funding has resulted in: Targeted SLSO curriculum and wellbeing support provided to identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to provide students with SLSO support throughout the school year.</p>
<p>Integration funding support</p> <p>\$105,500.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Winmalee Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Integration funding support was used to employ SLSOs so that both curriculum and well-being support could be provided for identified students throughout the school year. <p>The allocation of this funding has resulted in: Integration funds were used to support identified students both academically and in their well-being. During the annual integration review meetings parents indicated that they felt that their child's learning and wellbeing needs were being met.</p> <p>After evaluation, the next steps to support our students with this funding will be: The students on integration funding are well supported, so this format will be used again in 2022.</p>
<p>Socio-economic background</p> <p>\$39,500.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Winmalee Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Mathematical comprehension • Staff as effective collaborators of best practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Socio-economic funds were used to employ a teacher one day per week. On this day the teacher ran extension mathematics groups for targeted

<p>Socio-economic background</p> <p>\$39,500.00</p>	<p>students. The teacher also covered classes when 'collective teacher efficacy' days were held, as well as 'collaborative practice' days.</p> <ul style="list-style-type: none"> • Socio-economic funds were used to provide professional learning for staff in the area of mathematical comprehension. Each school within the mid mountains learning community contributed funds to the projects. These funds will be used for professional learning resources, catering, hiring venues and casual release <p>The allocation of this funding has resulted in: There is a sense of collective efficacy across the mid mountains learning community in the area of mathematical comprehension. The professional learning day held allowed staff from each school to build on their professional network, share best practice and learning about effective ways to build mathematical comprehension in students. 'Collective Teacher Efficacy' days were held in terms 1 and 2. These days have strongly impacted student achievement and have a strong commitment by staff to keep them going as sustained practice within the school. Staff and the community value the extension mathematics groups. Extending our top mathematics students has resulted in significant growth in NAPLAN data</p> <p>After evaluation, the next steps to support our students with this funding will be: 'Collective Teacher Efficacy' days will continue in 2022 as staff value these days and the professional learning conducted has significantly impacted student achievement. The mathematics extension groups will also go ahead in 2022. These will increase from fortnightly to weekly, as 'collaborative practice' days have been moved to 2023.</p>
<p>Aboriginal background</p> <p>\$23,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Winmalee Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Aboriginal background funding was used to supply casual staff to release teacher so they could work with students and families to develop PLPs. These are then reflected on throughout the year and reviewed in term 4 • A SLSO was employed to provide targeted curriculum and well-being support to identifies students. The SLSO also worked with Aboriginal and Torres Strait Islander students to learn more about their country and culture. This was then shared with the rest of the school at whole school assemblies <p>The allocation of this funding has resulted in: The use of this funding was successful. Aboriginal and Torres Strait Islander students achieved their PLP goals, stronger links were formed with families and all students gained a deeper understanding of their country and culture</p> <p>After evaluation, the next steps to support our students with this funding will be: While the funding will follow the same format as in previous years, there will be a greater focus on embedding deep understanding of Aboriginal Education in the everyday teaching practices at the school.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Winmalee Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • English language proficiency funds were used to employ a SLSO to provide support for targeted students <p>The allocation of this funding has resulted in: Students have equal opportunity to access the curriculum in that same way as their peers</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 the school will continue with the same format for providing support</p>
<p>Low level adjustment for disability</p> <p>\$152,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Winmalee Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • A significant amount of the low level adjustment for disability is used to cover the salary cost of the Learning and Support Teacher. • SLSO wages are also used to provide support in classrooms regardless if students have integration funding • Casual release days are funded through low level adjustment for disability so that teachers can work with the LaST to develop individual learning plans for targeted students <p>The allocation of this funding has resulted in: The allocation of low level adjustment for disability funds has resulted in a high support environment for identified students. The classroom teacher and LaST work together to best meet the needs of students who require additional curriculum and well-being support</p> <p>After evaluation, the next steps to support our students with this funding will be: The same model will be used in 2022</p>
<p>Literacy and numeracy</p> <p>\$8,986.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Winmalee Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • The purchase of the software licences were a key component in student engagement during the remote learning phases as well as having a key measure to track student learning through out the year. <p>The allocation of this funding has resulted in: The impact to student learning was reduced during the remote learning phase as student and staff could access either electronic or hard copy parts of the software purchased. The PAT assessments were used to monitor student learning and provided adjustments when needed.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Literacy and numeracy</p> <p>\$8,986.00</p>	<p>funding will be: The staff and students really value the software licence purchases. Due to this fact they will continue in 2022.</p>
<p>QTSS release</p> <p>\$67,495.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Winmalee Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Staff as effective collaborators of best practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • The employment of a writing instructional leader has shown positive impact on student learning in both NAPLAN data and school based data. • QTSS funds are also used to conduct data talks and CTE days, which are of significant value to the school <p>The allocation of this funding has resulted in: NAPLAN data shows that in Year 3 writing 77% of students are in the top 2 bands for writing, and Year 5 there are 16% of students in the top 2 bands</p> <p>After evaluation, the next steps to support our students with this funding will be: The writing instructional leader role will continue in 2022</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Winmalee Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • K-2 English support with a focus on sight words and sounds, and mathematics support with a focus on number sense is the focus for Literacy and Numeracy funds. <p>The allocation of this funding has resulted in: Student data is used to identify students who require intervention and is then used to measure the impact of the intervention. All data collected showed that all the students receiving K-2 intervention support had growth from when the intervention started. These groups are fluid so when students have demonstrated enough growth then they are taken off intervention and new students identified.</p> <p>After evaluation, the next steps to support our students with this funding will be: This format has been successful for past schooling years and will continue to operate in the same way.</p>
<p>COVID ILSP</p> <p>\$99,808.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

COVID ILSP

\$99,808.00

Overview of activities partially or fully funded with this targeted funding include:

- Throughout the year the COVID ILSP targeted different stage groups for intervention support. PAT and relevant NAPLAN data was used to place the students into the correct intervention support. The focus for each stage group was English and mathematical comprehension support. This is inline with Strategic Direction 1

The allocation of this funding has resulted in:

This intervention approach has resulted in targeted students showing growth in learning and increased results in PAT.

After evaluation, the next steps to support our students with this funding will be:

The same intervention structure will continue in 2022.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	185	175	179	183
Girls	174	175	185	180

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.3	95.4	96.4	94.3
1	93.3	92.5	94.8	93.2
2	92.9	92	93.7	95
3	93.1	94.3	92.9	93
4	93.2	93	93.8	91.9
5	93.3	93.2	94.2	90
6	91.4	92.1	94.6	92.2
All Years	93	93.1	94.3	92.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.79
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	326,382
Revenue	3,411,936
Appropriation	3,328,208
Sale of Goods and Services	1,075
Grants and contributions	82,236
Investment income	417
Expenses	-3,396,118
Employee related	-3,148,345
Operating expenses	-247,773
Surplus / deficit for the year	15,818
Closing Balance	342,200

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	105,838
Equity Total	217,559
Equity - Aboriginal	23,125
Equity - Socio-economic	39,504
Equity - Language	2,400
Equity - Disability	152,530
Base Total	2,578,257
Base - Per Capita	89,732
Base - Location	0
Base - Other	2,488,525
Other Total	204,510
Grand Total	3,106,165

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Students, teachers and parents were surveyed around a variety of aspects in relation to engagement, communication and teaching and learning. Students completed the Tell Them From Me survey, staff used to School Excellence Framework to measure satisfaction in these areas and parents completed an online survey.

When surveyed students responded that 74% of them felt that they tried hard to succeed in their learning, 83% indicated that schooling is useful in their everyday life and 68% of students indicated that they believed that 68% of their teachers set clear goals for learning and expectations, and that teachers also check for understanding and provide feedback. The school leadership team have analysed these results carefully and have linked them to the relevant 2022 strategic direction teams.

After careful analyses of parent survey data the strategic direction 3 team, along with the school leadership team found that 83% of parents agreed or strongly agreed that they have a clear understanding of the school's vision and values when it comes to student learning, 89% of parents feel comfortable communicating with the school in regards to student learning, progress and engagement and 91% of parents feel welcomed when they visit the school.

Each year the staff are asked to provide feedback that is aligned with the School Excellence Framework.. Staff indicated that in regards to high expectations and working with parents to set clear improvement aims and planning for learning, the school is sustaining and growing. Student learning goals that are set by the teacher with the students and then shared with parents in a strong target in all of the school strategic direction teams. In the area of assessment overall staff placed the school as excelling. Explicit teaching and feedback were deemed as sustaining and growing by staff. Instructional leadership and a high expectations culture were found to be excelling in accordance with the school excellence framework.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.