2021 Annual Report

Figtree Heights Public School

4462

Introduction

The Annual Report for 2021 is provided to the community of Figtree Heights 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.

School contact details

Figtree Heights Public School
St Georges Ave
Figtree, 2525
www.figtreehts-p.schools.nsw.edu.au
figtreehts-p.school@det.nsw.edu.au
4228 6770

School vision

Figtree Heights Public School is built on a strong sense of community and a culture of caring for one another. We ensure that we provide a highly supportive and inclusive environment that challenges all students to strive to meet their individual potential.

At Figtree Heights Public School we value our students' academic ability, and also their social, emotional and personal growth. It is a place to foster positive relationship skills, build resilience, establish a growth mindset and become equipped with the skills necessary to adapt to our ever changing world.

School context

Figtree Heights Public School (est.1972), is located at the base of the Illawarra escarpment between Mount Kembla and Mount Keira. The current school population comprises of approximately 220 students from a range of cultural, religious and socio-economic backgrounds. 20.5% of our students have a language background other than English and 2% of students identify as Aboriginal.

Our small school fosters a culture of belonging in a supportive and inclusive community. This is achieved by nurturing the social, emotional and academic success of each individual and maintaining a positive and caring learning environment. Our school's long standing values are Excellence, Integrity, Care, Responsibility, Respect and Fairness. We are supported by a positive community and an active P&C. Additionally, we are supported by an on site Out of School Hours (OoSH) service. Our 2021 staffing allocation caters for 9 classes, 3 library days, 2.5 days of a Learning and Support Teacher and a 1.5 days per fortnight counsellor. The 2021 *Family Occupation and Education Index* (FOEI) for Figtree Heights Public School is 0.48, having previously been 0.50 in 2020 and 0.46 in 2019.

Educational partners, including parents, staff and students, were involved in discussions relating to our Situational Analysis, leading to the development of our Strategic Improvement Plan (SIP). In our SIP we have included systems based targets, specifically in the areas of increasing student growth in reading and numeracy as well as our constant drive for improved attendance. Within the area of student growth we will be narrowing our focus to enhance our use of data driven practices, explicit teaching and continual development of teacher capacity to best best support such growth.

Another area of focus will include goal setting, feedback and setting high expectations as we promote skills required for students to develop into self-motivated and directed learners. The third area identified for improvement is that of positive student wellbeing and overall mental health, given the data to support how this affects academic achievement and pro-social and responsible lifestyles later in life (ACU and Erebus International 2008; CESE 2019; O'Connor et al. 2019).

Therefore our strategic targets for this Situational Improvement Plan are:
- Student growth and attainment
- Self-directed learners
- Wellbeing.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence

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	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

After completing our External Validation all elements were assessed at the same level except Assessment. The External Validation team moved us from 'Sustaining and Growing' up to 'Exceling' in this element.

Strategic Direction 1: Student growth and attainment

Purpose

To enable every student to reach their learning potential through improved student growth and achievement in literacy and numeracy. This is driven through a culture of continuous school improvement and evaluative practice.

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.

- Building teacher capacity
- Being data wise

Resources allocated to this strategic direction

QTSS release: $14,244.00
Low level adjustment for disability: $73,607.96
English language proficiency: $16,284.59
Professional learning: $7,474.46

Summary of progress

During 2021 we were able to implement some of our initiatives, while others were impacted by COVID restrictions. We were still able to hold our professional learning sessions on *What Works Best*, however, our book study on *Making Thinking Visible* (Ritchhart, Church & Morris) and discussion sessions were not as effective on a virtual platform so were postponed. Collaborative Planning Days for teachers continued, both in person and via Zoom. However, our observation and mentoring program was delayed beyond Term 2. This was also the case with Learning and Support Teacher assisted learning sprints.

Collaborative Planning Days had a positive impact on Stage based programming, differentiation and consistent teacher judgement throughout the year. Although our learning sprints were only implemented over Semester 1, they still enabled us to identify areas of focus for each stage and plan targeted support for individual and groups of students. We were pleased that, as a result, our NAPLAN Reading and Numeracy data exceeded the system negotiated lower bound target in three of four progress measures.

The next steps for us will include resuming our observation and mentoring program to further build teacher capacity. Collaborative Planning Days for teachers will continue each term with an ongoing focus on programming for the new English and Mathematics Syllabuses, consistent teacher judgement and planning teaching and learning. This also supports the professional learning needs of beginning and early career teachers.

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 percentage of students achieving NAPLAN top 2 bands in Reading to be at or above the system negotiated lower bound target of 59.20%.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading increased to 64.81% and has exceeded the system negotiated lower bound target.
Increase the percentage of students achieving NAPLAN top 2 bands in Numeracy to be at or above the system negotiated lower bound target of 50.70%.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy increased to 52.73% and has exceeded the system negotiated lower bound target.
Increase the percentage of students achieving expected growth in NAPLAN Reading to be at or above the system	The percentage of students achieving expected growth in NAPLAN Reading increased to 69.57% and has exceeded the system negotiated lower bound target.

negotiated lower bound target of 63.70%.	
Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be at or above the system negotiated lower bound target of 62.30%.	The percentage of students achieving expected growth in NAPLAN Numeracy is 47.83% indicating progress yet to be seen toward the system negotiated lower bound target.

Strategic Direction 2: Self-directed learners

Purpose

To foster a shared commitment to aspirational expectations of learning progress so that students are actively challenged, engaged and responsible for the achievement of their personal best.

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.

- Goal setting
- Feedback

Resources allocated to this strategic direction

Socio-economic background: $4,200.00
Literacy and numeracy: $27,513.09
QTSS release: $24,425.08

Summary of progress

During Semester 1 we worked, as a staff, through the *What Works Best in Practice, High Expectations and Feedback* during professional learning sessions. We also started our book study on *Making Thinking Visible* (Ritchhart, Church & Morris), however, found this was not as effective when moved to a virtual platform, so have postponed this aspect of our professions learning to 2022.

The impact of a semester of focusing on discussing and sharing ways of providing feedback, expressing high expectations and identifying learning goals, learning intentions and success criteria, enabled our *Tell Them From Me, Expectations for Success* data to increase from 7.7 (2020) to 8.3 (2021). The discussions also provided an opportunity for teaching and non-teaching staff to learn from each other, hear first hand how different modes of feedback worked and further build collegial relationships across stages.

Our next steps will include further facilitation of time for staff to share ideas and discuss learning as we resume our focus on implementing visible learning strategies to support student learning outcomes in literacy and numeracy. The use of learning intentions, success criteria, and individual goal setting will be continuing.

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
Internal measures indicate an increased percentage of students regularly being able to articulate their current learning goals. Internal measures indicate an increased percentage of Stage 2 students demonstrating progress aligned to personal learning goals.	Internal data indicates some increase of students regularly articulating their current learning goals, although further collection of this data was postponed during Semester 2, to resume in 2022. Internal data indicates some increase in Stage 2 students demonstrating progress aligned to personal learning goals, although the collection of this data was postponed during Semester 2 and will also resume in 2022.
Internal measures indicate an increase in teachers being able to produce evidence of feedback and the relevant impact to student learning outcomes. Tell Them From Me student survey indicates an increased score in the measure of high expectations.	Internal data indicates all teachers produce evidence of feedback and the relevant impact to student learning outcomes. Tell Them From Me student data, measuring *Expectations for Success,* indicates a score of 8.3 as our School Mean, up from 7.7 in 2020. The NSW Government Norm is 8.7.

Strategic Direction 3: Wellbeing

Purpose

To provide a supportive, inclusive learning environment that encourages students to be engaged, resilient, successful learners and active 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.

- Wellbeing

Resources allocated to this strategic direction

Integration funding support: $2,764.00
Professional learning: $7,576.00
Socio-economic background: $812.89

Summary of progress

Wellbeing strategies and lessons were explicitly taught during Semester 1 through programs such as Smiling Mind. Due to the potential for disconnect between school and students during home learning, staff were mindful of trying to maintain a sense of belonging and wellbeing by continuing Smiling Mind wellbeing strategies and lessons throughout this time, as well as making videos to share with our school community to maintain a positive relationship. 2021 attendance data was significantly impacted by tightened health restrictions and ongoing COVID guidelines. We expect our attendance data to continue to be impacted as students exhibiting any flu-like symptoms will have their attendance rate effected.

Although our attendance rate has been negatively impacted upon, through explicit focus on our students' wellbeing, the 'sense of belonging and wellbeing' reported by our students, as measured through *Tell Them From Me,* has exceeded our baseline target by over 6%. This is an incredible achievement given the potential for disconnect over such a disrupted year.

Our next steps will involve retaining a focus on our students' wellbeing and connectivity to our school, including the successful Smiling Mind program and implementation of the PAX Good Behaviour Game. This will be important, and remain a focus, especially due to the expected rate of absenteeism.

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 percentage of students attending school 90% or more of the time to be above the system negotiated baseline of 87.96%., moving toward the lower bound target of 91.7%.	The number of students attending school greater than 90% or more of the time is 82.33% indicating progress yet to be seen toward the system negotiated lower bound target.
Increase the percentage of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school beyond the baseline of 83.10%, trending toward the system negotiated lower bound target of 87.6%.	Tell Them From Me data shows 89.92% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating achievement of the system negotiated lower bound target.

Funding sources	Impact achieved this year
Refugee Student Support $676.90	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • release time to engage staff in targeted professional learning • employment of additional staff for targeted student support • release time for staff to provide targeted support to students, including mentoring and tutoring **The allocation of this funding has resulted in:** students supported through intensive tuition programs in literacy and numeracy using MacqLit and MiniLit. This included professional learning for staff and the purchase of additional teaching and learning resources for students and teachers. **After evaluation, the next steps to support our students with this funding will be:** continue with the MacqLit and MiniLit program with student achievement data analysed to inform specific areas of learning needs. Programs will be adjusted throughout the year based on individual literacy and numeracy progress.
Integration funding support $113,502.00	Integration funding support (IFS) allocations support eligible students at Figtree Heights Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in:** all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Student achievement was reviewed and monitored at Learning and Support Team meetings. **After evaluation, the next steps to support our students with this funding will be:** to further incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.
Socio-economic background $12,012.89	Socio-economic background equity loading is used to meet the additional learning needs of students at Figtree Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic

Socio-economic background $12,012.89	background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Feedback • Wellbeing • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement enrichment programs to support identified students • professional development of staff to support students with additional learning and support needs • employment of additional staff to support High Potential and Gifted Education program implementation **The allocation of this funding has resulted in:** students demonstrating there was a keen interest in the area they chose to study, they felt challenged and engaged in the content thus aiming for their personal best. Students with additional learning and support needs were provided with individualised literacy and numeracy programs and interventions. **After evaluation, the next steps to support our students with this funding will be:** formalise written feedback procedures including exit slips or surveys. Parent feedback regarding their child's engagement will inform future planning and programs.
Aboriginal background $2,200.98	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Figtree Heights 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in:** an increase in Aboriginal families engaging in the PLP process and, conversations became more authentic. **After evaluation, the next steps to support our students with this funding will be:** engaging in whole-school targeted professional learning to deliver differentiated and personalised support to Aboriginal students.
English language proficiency $16,284.59	English language proficiency equity loading provides support for students at all four phases of English language learning at Figtree Heights Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Building teacher capacity

English language proficiency $16,284.59	**Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support **The allocation of this funding has resulted in:** student progress showing high growth on the EAL/D learning progressions and EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Stage 1 and Early Stage 1 participated in professional learning in programs and built their capacity to support EAL/D students and students targeted by the LaST. **After evaluation, the next steps to support our students with this funding will be:** targeted professional development will be provided to each Stage 1 and Early Stage 1 teacher in the form of mentoring, co-teaching and co-planning.
Low level adjustment for disability $73,607.96	Low level adjustment for disability equity loading provides support for students at Figtree Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Building teacher capacity **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with evidence-based interventions, MaqLit and MiniLit, to increase learning outcomes **The allocation of this funding has resulted in:** an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. **After evaluation, the next steps to support our students with this funding will be:** to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.
Literacy and numeracy $27,513.09	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Figtree Heights Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Feedback **Overview of activities partially or fully funded with this initiative funding include:** • literacy and numeracy programs and resources, to support teaching, learning and assessment • updating reading resources to meet the needs of students • resources to support the quality teaching of literacy and numeracy • targeted professional learning to improve literacy and numeracy **The allocation of this funding has resulted in:**

Literacy and numeracy $27,513.09	teachers routinely reviewing learning with students, and students having a clear understanding of how to improve in literacy and numeracy. Internal data indicates all teachers produce evidence of feedback and the relevant impact to student learning outcomes. Tell Them From Me student data, measuring Expectations for Success, indicates a score of 8.3 as our School Mean, up from 7.7 in 2020. The NSW Government Norm is 8.7. The average increase in the instructional reading level was 6.9 reading levels for targeted students in the Covid Intensive Learning Support Program. More than half of the group finished the program reading at an independent level. **After evaluation, the next steps to support our students with this funding will be:** teacher release to co-plan and team-teach strategies from 'What Works Best - Effective Feedback, and High Expectations".
QTSS release $42,829.08	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Figtree Heights Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Building teacher capacity • Feedback • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • Assistant Principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • Assistant Principals provided with additional release time to support classroom programs **The allocation of this funding has resulted in:** improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers reporting more embedded evidence-based, high impact teaching strategies within their classroom practice. **After evaluation, the next steps to support our students with this funding will be:** employing an AP, C&I to lead improvement in an area where teachers need support, such as literacy or numeracy.
COVID ILSP $58,016.55	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition providing targeted, explicit instruction for student groups in literacy/numeracy • employing/releasing staff to coordinate the program • releasing staff to participate in professional learning **The allocation of this funding has resulted in:** the majority of the students in the program achieving significant progress towards their personal learning goals. Data collected was used regularly to identify student cohorts, to plan, implement and monitor precise intervention

COVID ILSP $58,016.55	strategies and to improve outcomes for all students. Student goal setting, monitoring and feedback was a core part of learning. **After evaluation, the next steps to support our students with this funding will be:** to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes will be revised to involve regular monitoring of students as they transition back into classrooms.

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	121	115	115	111
Girls	119	117	114	104

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
K	95.8	94.5	95.9	94.3
1	95.2	94.4	95.2	95.1
2	94.9	94.2	95.6	94.8
3	95.7	94.7	94.8	94.5
4	96.3	92.8	94.4	93.3
5	96.2	93.8	94.8	93
6	94.7	94	96.4	91
All Years	95.6	94.1	95.3	93.8
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)	7.16
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.32

*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	449,724
Revenue	2,302,449
Appropriation	2,213,154
Sale of Goods and Services	7,054
Grants and contributions	81,901
Investment income	339
Expenses	-2,296,063
Employee related	-2,012,369
Operating expenses	-283,693
Surplus / deficit for the year	6,387
Closing Balance	456,110

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	114,179
Equity Total	104,106
Equity - Aboriginal	2,201
Equity - Socio-economic	12,013
Equity - Language	16,285
Equity - Disability	73,608
Base Total	1,819,821
Base - Per Capita	56,452
Base - Location	0
Base - Other	1,763,368
Other Total	97,965
Grand Total	2,136,071

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

Parents

Using a Google form we established an online survey inviting parents of our Kindergarten to Year 2 students to participate. The only potential problem with the data is that individuals were able to resubmit and we are aware that in at least one case two parents submitted for the one student.

58 responses were received across four classes. During 2021 we undertook approximately 15 weeks of 'Learning from Home', which was a very different way for both teaching and learning to take place. We sought feedback in this domain to ascertain our strengths and areas for improvement, to best prepare for future resumption if this situation reoccurs..

To the question 'Are you satisfied with the feedback you have been given via Seesaw about your child's learning?' 57 of the 58 responses were positive, with many participants opting to add further positive comments such as 'Fantastic feedback, especially the voice *(recorded)* comments'.

When asked about whether the learning tasks were clear and easy to follow, 100% of responses were positive, with two thirds strongly agreeing and the other third agreeing.

We also wanted feedback regarding 'the amount of home learning tasks' received. Three participants responded that they believed there was 'too much', two believed there 'was not enough' while the remaining responded the number of tasks were 'just about right'.

Students

Our *Tell Them From Me* survey has shown 94% of students surveyed agreed positively in regards to *Advocacy at School.* This was compared to 88% of our SSSGs and 70% State. This result was up from 79% in 2020 and 83% in 2019. In regards to *Expectations for Success,* 98% of surveyed students reacted positively. Again this was above both SSSGs (96%) and State (85%) results. The last domain, *Sense of Belonging*, had our lowest positive response, being 79%. Although this too was higher than SSGs (70%) and State (65%) results, as well as our 2020 results of 73%.

Staff

Our staff survey was also an online Google form, again with questions based on a score of 1 (lowest) to 5 (highest) out of 5, with 3 being 'unsure'.

When asked about recommending our school as a workplace, the replies were evenly split between 'unsure', 'agree' and 'strongly agree' with 4 in each. The next question asked about their satisfaction working at our school, and in this case the results were the same bar one response moving from 5 to 4.

The last question related to the level of satisfaction working for the Education Department. 50% of responses indicated they were 'unsure' while the other 50% indicated they 'agreed'. No-one answered 5 out of 5.

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.