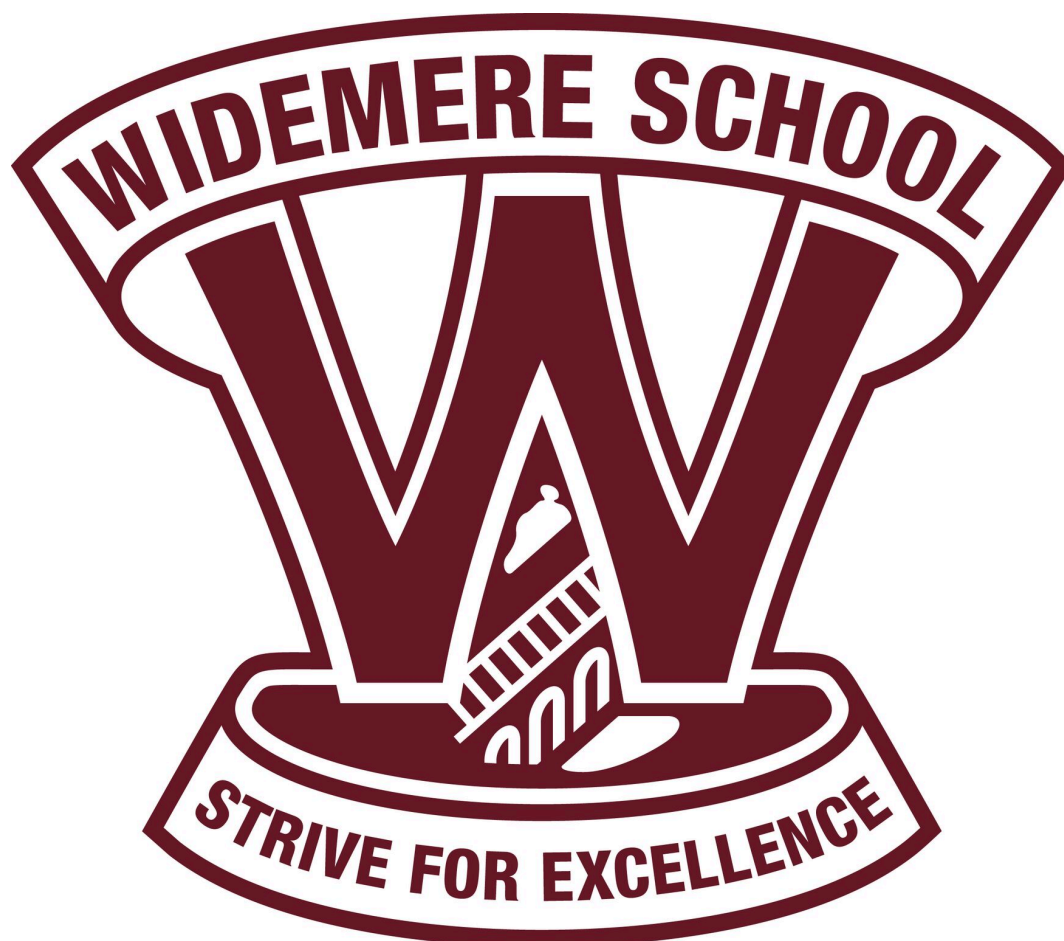


2021 Annual Report

Widemere Public School



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Introduction

The Annual Report for 2021 is provided to the community of Widemere 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

Widemere Public School is committed to providing a quality education in a high expectations, challenging, inclusive learning environment so all students can achieve excellence in Literacy and Numeracy skills to enable them to reach their potential and become inspired, active, confident participants within our changing society.

School context

Widemere Public School is located in Greystanes and was established in 1973. It is an excellent learning community providing high quality learning opportunities for the children of our local community.

Our school operates 10 classrooms from Kindergarten to Year 6 with 239 students enrolled. 45% of our students come from culturally diverse backgrounds.

Our dedicated, innovative teachers are committed to the pursuit of excellence by knowing, valuing and understanding every child through participation in formative assessment, targeted professional development, high quality evidence based differentiated teaching and stimulating, enriching and challenging learning programs.

We also offer many prospects to excel in a variety of performing arts, science, technology, sports programs and leadership opportunities.

During 2020 the whole school community, involving students, staff, parents and the Parents and Citizens Association, was consulted through the situational analysis followed by the development of the Strategic Improvement Plan (SIP).

Our situational data analysis identified 3 Strategic Directions:

1. Student Growth and Attainment will be improved with focus on data driven practices, and personalised learning in Reading and Numeracy;
2. Enhancing Teacher Expertise and a Collaborative Culture of Learning;
3. Enhancing Inclusion and Engagement of Students.

Student wellbeing is a priority for our staff. Our aim is for all students to be known, valued and cared for and for students to do their personal best. We strive for students to be engaged and feel included.

Our students prosper in a positive behaviour for learning, inclusive and nurturing learning environment that develops respect, understanding and responsibility.

As a school community we are determined to provide opportunities to develop students in all areas to become high achieving, life long, responsible learners and successful members of society.

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	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in **Reading and Numeracy** we will further develop a **high expectations learning culture** and refine and enhance whole school processes and systems for collecting and analysing data.

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.

- Data Driven Practice
- Personalised Learning

Resources allocated to this strategic direction

Literacy and numeracy: \$4,870.00
QTSS release: \$45,320.00
Aboriginal background: \$1,680.00
English language proficiency: \$44,800.00
Literacy and numeracy intervention: \$44,800.00
Low level adjustment for disability: \$21,752.00
6101 Funds: \$153,374.00
Professional learning: \$4,250.00
School support allocation (principal support): \$1,120.00
Integration funding support: \$12,699.00
Socio-economic background: \$38,725.00

Summary of progress

Our key areas for growth in Strategic Direction 1 Student Growth and Achievement were Reading and Numeracy incorporating data driven practices and personalised learning initiatives.

Funding was allocated to employ Instructional Leaders K-2 and 3-6, 2 days per week where they worked with individual teachers to analyse student achievement data to develop personalised learning programs featuring individual student goals and enabled the formation of class, group and individual learning programs in Reading and Numeracy. Assessment tasks have been refined to match syllabus outcomes.

Data analysis was incorporated into stage and whole staff meetings and staff have used this knowledge to sharpen their practice, collect, track and monitor student progress in relation to PLAN2 and the 3 learning progressions targeted by the school.

Instructional Leaders were able to develop differentiated professional learning for teachers of all abilities including whole school professional development to develop quality teaching practises. Instructional Leaders also modelled effective teaching practices, observed teaching practices in Learning Walks and assisted teachers to develop individual learning goals for students.

While Home learning impacted on our progress uplifts were evident from work (if disrupted) in this area. We will continue to strive to improve the growth and achievement of every child.

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
Numeracy In 2021 at least 36.9% of students in year 3 and 5 (system negotiated target) will reach the top 2 NAPLAN	32% - our actual up from 29.9% <ul style="list-style-type: none">• Data indicates 32% of students are in the top two skill bands for numeracy which is an increase of 2.5% against baseline data.

Students in Year 3 and 5 combined achieve an uplift of 7% in the top 2 bands NAPLAN	
<p>Expected Growth will be taken from 2019 figures due to COVID-19</p> <p>In 2021 student growth in Numeracy will reach 73.74% an uplift of 1.06%</p>	<ul style="list-style-type: none"> • actual 72.22% which is down from 72.68 by 0.46% and down on the target by 1.52%
<p>Reading</p> <p>In 2021 at least 47.27% of students in year 3 and 5 (system negotiated target) will reach the top 2 NAPLAN</p> <p>Students in Year 3 and 5 combined achieve an uplift of 3% in the top 2 bands NAPLAN</p>	<p>46.03% - our actual up from 44.24%</p> <ul style="list-style-type: none"> • 46% of students are now in the top two skill bands (NAPLAN) for reading , indicating a 2% uplift towards the annual progress measure.
<p>Expected Growth will be taken from 2019 figures due to COVID-19</p> <p>In 2021 student growth in Literacy will reach 60.99% an uplift of 2.72%</p>	<ul style="list-style-type: none"> • Actual 77.78% up from 58.27%, an uplift of 19.5% which is up on the target by 16.79%

Strategic Direction 2: Enhancing Teacher Expertise and a Collaborative Culture of Learning

Purpose

The school situational analysis identified the need for teachers to develop a culture of **collaboration** and **sharing**. Through the **collaborative practices of Teaching Sprints** and **Instructional Leadership** staff will develop a practical understanding of the structures and strategies to improve **teaching practice** by working **collaboratively** and **sharing expertise and research**.

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.

- High impact evidence based teaching practices
- Collaborative Practice

Resources allocated to this strategic direction

Literacy and numeracy: \$1,680.00

Professional learning: \$12,280.00

Literacy and numeracy intervention: \$2,240.00

Beginning teacher support: \$59,376.00

6101 Funds: \$2,800.00

School support allocation (principal support): \$12,320.00

Aboriginal background: \$2,800.00

Summary of progress

In Strategic Direction 2 Enhancing Teacher Expertise and a Collaborative Culture of Learning the school developed professional learning and coaching and mentoring programs to develop Collaborative and High impact based teaching practices. The Teaching Sprints program was utilised to increase collaborative practice across the school and develop teachers' capacity and expertise in teaching. Collaboration meetings focused on identified Teaching Sprint ie Visible Learning, Assessment and Comprehension and allowed teacher to build their knowledge and practice in these areas. before the Home Learning Program delayed other identified focuses. Coaching and mentoring support was funded through the Instructional Leadership and the beginning teachers programs to develop the Teaching Sprint evidence based practices. The impact of these focuses allowed teachers to develop more effective strategies including Learning Intentions and Success Criteria, a variety of formative assessment strategies to improve learning and developing their skills in teaching comprehension.

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
<ul style="list-style-type: none">• 85% of Classrooms and Teaching Learning Programs show evidence of the Use of Data to Inform Practice.• 85% of teachers collaborate and share curriculum knowledge, data, feedback and student progress.• 85% of Teaching and learning programs show evidence of High Expectations and Differentiation.	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use, up from delivering in 2020.• 86% of classroom teachers use the Learning Progressions data within their programs. This data is used to analyse and support the learning of their students.• Learning Walk observation, teacher programs and IL documentation indicate 88% of staff use high expectations and differentiation to drive learning.• Meeting and IL records show more than 85% of teachers collaborate and share data, student progress and curriculum knowledge.
Coaching and Mentoring 85% of teachers are involved in coaching/mentoring relationships.	<ul style="list-style-type: none">• IL records indicate 80% of staff have actively collaborated with Instructional Leaders to reflect and improve their teaching practice.• More than 85% of teachers have been involved in a individual fortnightly mentoring/ coaching relationship except during lock down periods.

<p>Teacher Collaboration</p> <p>Teacher Collaboration for 2021 target is an uplift of 1% from 90% in the Tell Them From Me teacher survey.</p>	<ul style="list-style-type: none"> Teacher Collaboration was rated at 86% in the Tell Them From Me teacher survey, which was a reduction of 4% on the 2021 target. Delayed initiatives of collaboration professional development in Term 2 was effected by COVID-19 and postponed to 2022.
<p>Teaching Strategies</p> <p>Teaching Strategies for 2021 target is an uplift of 1% from 88% in the Tell Them From Me teacher survey.</p>	<ul style="list-style-type: none"> The Tell Them from Me teacher survey indicated a minor decline in Teaching Strategies of 0.4%.

Strategic Direction 3: Inclusion and Engagement

Purpose

All students will experience an inclusive and engaging education where they can fully participate and be challenged in all learning experiences supported by reasonable adjustments. This will ensure teaching strategies and adjustment are tailored to meet individual needs. Inclusion and engagement will be embedded in all aspects of school life including a positive culture, inclusive policies and every day practices.

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.

- Engaged Learning for Wellbeing
- Inclusion in Learning

Resources allocated to this strategic direction

Low level adjustment for disability: \$2,240.00

6101 Funds: \$7,160.00

School support allocation (principal support): \$1,120.00

Summary of progress

In Strategic Direction 3 - teachers and executive worked hard to improve inclusion and engagement of all students with a variety of strategies and initiatives to improve the expectations and the learning culture. Intervention strategies such as case management, class differentiated ladders, programs and individual goals were introduced or enhanced on to improve all student's sense of belonging and engagement in learning. A variety of wellbeing data was regularly monitored and analysed including attendance, Positive Behaviour for Learning (PBL) behaviour data was monitored and used in decision making to develop individual programs to improve learning for all students. English and Additional Language/Dialect (EALD), High Potential and Special Needs programs were prioritised and developed. to improve engagement. High impact professional learning was undertaken in EALD Education, Emotional Intelligence. Counsellor and NSW Health anxiety and behaviour programs were undertaken for students with at risk of behaviour issues and anxiety. During Home Learning small group Covid support programs were implemented with data regularly analysed supporting students to enhance and consolidate learning in Reading and Maths. During Home Learning weekly calls were made to students and parents to support families and check on student wellbeing.

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
Wellbeing Target • Uplift of 4%. This target is a combination of Belonging, Advocacy and Expectations of Success.	• There was an uplift of 2.3% on the School's Wellbeing Target.
Student Engagement Student engagement for 2021 target is an uplift of 0.5%% from 85% in the Tell Them From Me student survey.	• Student Engagement had an uplift of 4% which was 3% above our desired progress measure.
Students attending for 2021 90% of the time or more: Uplift of 2% 83.15 %	• Our student attendance rate over 90% for 2021 had an uplift of 1.3%
Inclusive Schools Inclusive schools for 2021 target is an uplift of 1% from 87% in the Tell Them From Me teacher survey.	• Our Inclusive Schools target for 2021 had and uplift of 0.3%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$12,699.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Widemere 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around InitialLit <p>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.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally 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.</p>
<p>Socio-economic background</p> <p>\$38,725.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Widemere 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of School Learning Support Officers (SLSO) to assist students and teachers in the implementation of differentiated programs. • SLSOs facilitate addition literacy support programs such as Minilit and Macquilit. <p>The allocation of this funding has resulted in: Year 5 NAPLAN Reading has an increased raw score from 502.8 in 2019 to 504.1 in 2021 Year 3 NAPLAN Reading was equal to both state and SSSG Year 3 demonstrated a major lift in Writing from a raw score 425.1 in 2019 to 435.5 in 2021 Year 3 Writing was equal to state and 3 points under SSSG scores Year 5 NAPLAN Numeracy having a decrease of students in the bottom two bands from 9.4% in 2019 to 7.1% in 2021</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage the literacy and numeracy mentor (APCI) to support our trajectory towards achieving targets. Stage supervisors and APCI support teachers in differentiating the learning program for students above and below stage outcomes.</p>
<p>Aboriginal background</p> <p>\$4,480.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Widemere Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$4,480.00</p>	<p>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"> • Data Driven Practice • Collaborative Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 3 days teacher support for the implementation, planning, reviewing and parent meetings for PLPs for our indigenous students. • Collaborative planning day where the teacher review and plan how to incorporated aboriginal perspectives across their programs. <p>The allocation of this funding has resulted in: All Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, as a result of the welcoming and informal setting. Teachers having a greater capacity to incorporate quality and diverse Aboriginal perspectives into their programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Our learning and support team monitor and help classroom teachers to differentiate and personalise quality learning for Aboriginal students.</p>
<p>English language proficiency</p> <p>\$44,800.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Widemere 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"> • Data Driven Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: student progress showing high growth on the EAL/D learning progressions, with 96% of EAL/D students achieving expected or above expected growth. 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, where the EAL/D teacher guided how to plan an integrated writing unit using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$23,992.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Widemere Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$23,992.00</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"> • Engaged Learning for Wellbeing • Data Driven Practice • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. 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.</p> <p>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.</p>
<p>Literacy and numeracy</p> <p>\$6,550.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Widemere 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"> • Data Driven Practice • High impact evidence based teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: an increase in the average benchmark level in Kindergarten from 9 to 13 an increase in the average Year 1 benchmark level from 17 to 21 a 20% increase in Stage 1 students participating regularly (weekly) in the home reading program.</p> <p>The implementation of the InitialLit program in Kindergarten to Year 2 classrooms and a greater up take in the home reading program.</p> <p>After evaluation, the next steps to support our students with this funding will be: teacher release to present home reading workshops for Early Stage 1/ Stage 1 parents to increase participation in the home reading program.</p>
<p>QTSS release</p> <p>\$45,320.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Widemere 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"> • Data Driven Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of

<p>QTSS release</p> <p>\$45,320.00</p>	<p>high-quality curriculum and Instructional Leadership for Kindergarten to Year 2.</p> <p>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 have now embedded evidence-based, high impact teaching strategies within their classroom practice. 97% of teachers reported lessons differentiated according to students' needs 77% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,040.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Widemere 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"> • Data Driven Practice • High impact evidence based teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students in Years 3 - 6. <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2019 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$98,000.00</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 <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy MiniLit and MacLit programs

<p>COVID ILSP</p> <p>\$98,000.00</p>	<ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in numeracy groups targeting identified students. <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2 82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p>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 have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	134	135	123	113
Girls	108	113	116	112

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.2	93.3	87.4	94.2
1	93.9	93.8	89.4	93.7
2	92.9	93.3	83	93.6
3	96.2	92.6	90.2	93.7
4	95.2	92.9	90.7	94.7
5	94.1	93.3	89.3	91.7
6	92.9	93.8	91	94.5
All Years	94.1	93.3	88.9	93.6
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)	7.18
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.47

*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	444,196
Revenue	2,386,215
Appropriation	2,325,040
Sale of Goods and Services	1,862
Grants and contributions	59,264
Investment income	49
Expenses	-2,424,430
Employee related	-2,250,985
Operating expenses	-173,445
Surplus / deficit for the year	-38,215
Closing Balance	405,981

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	12,699
Equity Total	180,875
Equity - Aboriginal	5,357
Equity - Socio-economic	38,725
Equity - Language	45,569
Equity - Disability	91,224
Base Total	1,823,187
Base - Per Capita	58,918
Base - Location	0
Base - Other	1,764,269
Other Total	147,376
Grand Total	2,164,137

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

In 2021 the school undertook four Tell Them From Me (TTFM) surveys, two Primary Snapshot surveys of the students in Years 4 to 6, one in April and the second in October. The teachers also completed the Teacher Survey in November and the Parent Survey was also completed in November. The TTFM surveys are available to NSW DoE schools and it measures our school against NSW Government Norms.

Students

100% of our students had a strong sense of Advocacy at school. 100% of our students had high expectations of Success. 89% of our students had a high Sense of Belonging at school.

Parents

Our parents felt that they supported their children learning at home 19% more than the NSW Government School norms.

Teachers

Our teachers have rated our school 15% higher in leadership qualities than the NSW Government School norms and 5% higher in their understanding and use of teaching strategies.

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.