

2021 Annual Report

Newling Public School



4478

Introduction

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

Newling Public School

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School vision

Quality Education in a caring environment"

Our goal is to develop an inclusive, caring and successful learning environment for students. The ultimate goal is to promote lifelong learning where students can take their place in the wider community as confident, independent and successful citizens.

School context

Newling Public School is a progressive and successful school on the outskirts of Armidale. The school serves the community of East Armidale as well as providing an alternative learning centre for students who choose to travel from other parts of the town.

The school caters for students from Kindergarten to Year 6 and promotes a supportive, caring atmosphere that provides an appropriately challenging learning environment for a diverse range of students. The school staff share a strong commitment to the school's focus of supporting all students and improving the outcomes achieved by every student.

Newling utilises a team-teaching structure in every classroom, supported by two instructional leaders. The team-teaching approach allows all additional support for students to be embedded in classroom practice and additional teacher time is provided to every classroom, with the amount dependent upon identified need.

As a result of a thorough situational analysis the school has identified the following areas for as priorities for school advancement:

- individualised instruction and targeted support
- data driven teaching practices
- whole-school approach to assessment
- continual improvement in academic and social domains for all students
- expanding whole school practices to support student wellbeing and engagement

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	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
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 and to build strong foundations for academic success, we will further develop and refine explicit data driven teaching practices that are responsive to the learning needs of individual student

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.

- 'Unlocking Comprehension'
- 'Making Sense of Numbers' - Quantifying and Whole Number
- Visual Literacy and Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$345,000.00

Summary of progress

The following strategies and activities were undertaken in 2021:

- Collaborative teaching practice
- Weekly reflection on achievement, including setting high expectations and data collection and analysis
- Consistent teacher judgement
- Targeted professional learning, using Literacy and Numeracy resource hub, assessment and evidence based practice
- Small group instruction, point of need teaching. Explicit differentiated curriculum
- Additional staff were employed to address student identified needs
- Daily communication with families using Seesaw to demonstrate student learning and achievement
- Direct communication through class mobile phones to families to support engagement and build rapport with teachers.

The following points were challenges in 2021:

- Face to face contact with parents after Term 1 hindered progress of PLP's and involvement across all school. Parent engagement has been addressed through digital communication however this remained an obstacle for families.
- The use of technology of external assessments and student reluctance to make the most of the time allocated to tasks.

The following areas will be the focus of 2022:

- Intrinsic motivation for learning
- Develop purpose for external and digital assessments, time in class to build familiarity and time in class to build understanding of task through explicit modelling
- New staff, accessing continual cycle of Professional Learning to support explicit teaching of Writing, Reading and Numeracy
- Embedding oral and visual language in all areas of learning
- Instructional Leader model will continue with Assistant Principal, Curriculum and Instruction role with a 5 weekly cycle and weekly meeting of teaching team for each stage
- Continued use of progressions and PLAN 2 data to inform practice, targeted use of a-e reporting to parents
- Consistent Teacher Judgement across the school
- Backward mapping learning needs across stages to achieve above minimum standard
- Individualised flexible and responsive support through collaborative Professional Learning for staff through weekly Instructional Leader meetings and through, in class support and modelling and whole school professional learning sessions
- Preparing for the introduction of new curriculum and syllabus English and Mathematics K-2
- Engagement increased in learning process, moving beyond participation to students becoming active partners in learning.

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
<p>Improvement in Reading at or above target baselines</p> <p>Value added trend is positive</p> <p>Teachers identify growth targets for individual students</p>	<p>100% of teachers identify growth targets for individual students in Reading.</p> <p>Internal data indicates strong positive growth for all students in Reading. This is not reflected in external data where there has been a slight decrease.</p>
<p>Improvement in Numeracy at or above target baselines</p> <p>Value added trend is positive</p> <p>Teachers identify growth targets for individual students</p>	<p>100% of teachers identify growth targets for individual students in Numeracy.</p> <p>Internal data and external data indicates positive growth for all students in Numeracy. There has been an increase of 3.7% on baseline in Numeracy.</p>
<p>Whole school attendance is reviewed by all staff and formal procedures in place to address need of students</p> <p>Attendance based strategies are in place and communicated to parents</p>	<p>Inconsistent data sets due to delay in implementation of attendance initiatives during term 3 and 4 means this progress measure has not been accurately captured. An attendance improvement measure has been determined for 2022.</p>

Strategic Direction 2: Teaching Innovation and Engagement

Purpose

To assist students in continual improvement in academic and social domains so that they can be self-reliant, independent learners who value friendship, camaraderie, service and competition.

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.

- Targeted preparation and Intervention
- Whole School Assessment and Tracking
- Supporting Learning - whole-school approach to student

Resources allocated to this strategic direction

Per capita: \$27,600.00

Summary of progress

The following activities were undertaken in 2021:

- Small group instruction , supplemented with Covid ISLP funding
- All staff are using PLAN 2 data to monitor and track student progress
- K-6 tracking sheets used consistently across all stages
- All students achievement recorded in PLAN 2, after completion of ' Interview for Student Reasoning - Number and place value (IfSR-NP)'
- Professional learning for consistent teacher judgement and assessment practices

The following points were challenges in 2021:

- Inconsistent attendance and interruptions to individual learning programs hindered students achievement progress
- Student regression during interruptions to face to face learning.
- Staff capacity at varied levels of expertise

The following areas will be the focus for 2022:

- Continued professional learning in Literacy and Numeracy with a focus on comprehension.
- Continued collection of data to inform teaching and planning
- Continue reviewing of student progress data and individual tracking of students at risk
- Supplementation to continue the team teaching model to further target students with additional learning needs and cater for extension of high potential students

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
Current school assessment practices reviewed and tracking mechanisms established	K-6 tracking sheets used consistently across all stages
Staff engaged in draft English syllabus	Kindergarten transition program aligned to Best Start
Review of transition programs	In school stage transition programs implemented in Term 4
Staff and students recognise that a positive learning environment is important for engagement and success	Reduced incidents recorded and reduced suspension rate
School plans for and establishes a	On task analysis tool used to measure student engagement. Project continuing

whole school approach to supporting student learning and engagement

PAX - Good Behaviour Game (PAX -GBG) implemented across all classroom

100% staff trained in PAX - GBG

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$338.45</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"> • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in: English as an Additional Language or Dialect instruction being embedded into daily lessons through the assistance of a School Learning Support Officer who has followed a differentiated program for each identified student.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school has not identified any refugee students in 2022 and will continue to support its identified students through the school's Learning Support Team.</p>
<p>Socio-economic background</p> <p>\$439,057.44</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Newling 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"> • 'Making Sense of Numbers' - Quantifying and Whole Number • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy improvement in classroom program. • professional development of staff through weekly professional and Instructional Leader meetings to support student learning <p>The allocation of this funding has resulted in: Explicit teaching in every classroom to meet identified students needs in literacy and numeracy. This also includes Professional Team meeting time to discuss and implement curriculum changes for each individual. This has built capacity within the staff to refine their teaching, planning and assessment techniques, tools and resources. With further resourcing this would continuously build teacher capacity for all members of staff to work with highly traumatised students to lift their literacy and numeracy skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing a collaborative teaching model to target individual student needs. Utilise resources in the digital learning hub for Literacy and Numeracy. Continually use internal and external measures of assessment to track student learning and student needs.</p>
<p>Aboriginal background</p> <p>\$224,549.99</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Newling 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>Aboriginal background</p> <p>\$224,549.99</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"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in: Explicit teaching of literacy and numeracy to meet identified students needs. Developed individual learning plans for every Aboriginal student. The implementation of PLPs has made connections between students, parents and staff, so everyone is involved in setting learning goals for students. Flexible staffing arrangements have been implemented, allowing for small group, explicit instruction at the point of need. Student engagement has demonstrated improvement. The opportunity for outdoor/environmental learning has engaged students in their learning. Visiting cultural groups have provided opportunities for students to learn about and engage in local culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: Use of progressions, check in assessment, NAPLAN as well as internal assessments, observations and work samples to track student progress. Continue collaborative teacher model to teach at the point of need for all Aboriginal students. To investigate the use of and the instruction of Aaniwan language in the school setting. The employment of an Aaniwan community member to support and engage students in their learning.</p>
<p>English language proficiency</p> <p>\$2,672.65</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Newling 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provide EAL/D Progression levelling PL to staff • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: The employment of a School Learning Support Officer to provide individual teacher support for identified students to improve language proficiency.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue individualised student support through teacher allocation and whole school professional learning.</p>
<p>Low level adjustment for disability</p> <p>\$93,145.46</p>	<p>Low level adjustment for disability equity loading provides support for students at Newling 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</p>

<p>Low level adjustment for disability</p> <p>\$93,145.46</p>	<p>include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Individual programs for all students with additional needs, was delivered through additional teacher support in the classroom as well as in small group instruction where needed. Employment of speech pathologist to assess and develop programs for all identified students. This allows for the development of explicit speech instruction for students identified as in need. As a result of this program we have seen significant growth in students' ability to articulate and improved communication skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employment of a Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students. Continue to provide additional staffing and teaching resources, to further build teacher and student capacity.</p>
<p>Location</p> <p>\$1,235.30</p>	<p>The location funding allocation is provided to Newling Public School to address school needs associated with remoteness and/or isolation.</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 operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in: Excursions being affordable for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to offer travel subsidy to provide equal opportunity for all students.</p>
<p>Professional learning</p> <p>\$13,726.94</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Newling 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Addition RFF for collaboration • Course fees and expenses, including Rural and REmote Leadership development, PAX-Good Behaviour Game training and staff wellbeing program <p>The allocation of this funding has resulted in:</p>

<p>Professional learning</p> <p>\$13,726.94</p>	<p>Highly skilled staff, increasing their own capacity from high impact professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Provision of targeted professional learning to support high quality teaching.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Newling Public School with administrative duties and reduce the administrative workload.</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"> • Employment of additional administrative support staff <p>The allocation of this funding has resulted in: Additional administrative staff to assist with administrative tasks.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to delegate administrative tasks where possible.</p>
<p>Literacy and numeracy</p> <p>\$2,813.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Newling 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"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: The purchasing of assessment materials which was used to implement explicit classroom instruction to meet student needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Monitor student progress toward improvement targets.</p>
<p>Early Action for Success (EaFS)</p> <p>\$102,907.80</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Newling Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • employment of Instructional Leader to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Employment of Instructional Leader 3 days per week. The development of high impact professional learning that was present to staff on a weekly basis in staff meetings as well as in weekly team meetings with a focus on stage</p>

<p>Early Action for Success (EAfS)</p> <p>\$102,907.80</p>	<p>groups. A focus on team teaching, modeled lessons, planning and assessment has built teacher capacity in high yielding teaching strategies. The development of small group instruction enabled our teaching and support staff to teach at the point of need.</p> <p>After evaluation, the next steps to support our students with this funding will be: To transition the role of the Instructional Leader into the position of Assistant Principal Curriculum and Instruction (APCI). The APCI will continue the work with our teachers and students with the purpose to provide uplift in all student learning.</p>
<p>QTSS release</p> <p>\$18,499.47</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Newling 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"> • Other funded activities <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 high-quality curriculum <p>The allocation of this funding has resulted in: The provision of high quality evidence based instruction to support teaching and learning. This was achieved through weekly meetings between the Instructional Leader and each teacher where they discussed data relating to each student's progress and what pedagogy worked best in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the process through the Assistant Principal - Curriculum and Instruction regularly meeting with each teaching staff member in order to discuss student progress and the provision of targeted individual support.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Newling 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"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: Small group instruction in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued targeted support for students identified with additional learning needs. Working with parents to identify individual student learning plans.</p>
<p>COVID ILSP</p> <p>\$103,099.83</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</p>

COVID ILSP

\$103,099.83

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

The allocation of this funding has resulted in:

Identify and deliver small group instruction in literacy and numeracy to support students in achieving improvement targets.

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

Target students with additional learning needs in literacy and numeracy. Create opportunities for small group instruction across K-6.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	39	37	53	63
Girls	46	46	59	65

Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.8	83.6	83	83.4
1	88.5	86.6	80.6	77.7
2	85.3	89.1	85.7	76.7
3	86	86.1	86.5	82
4	84.8	95.5	88.3	84.5
5	84.6	86.8	85.4	84.9
6	79.8	84.6	77.9	84.4
All Years	85.4	87.1	84	81.7
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
Classroom Teacher(s)	6.68
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.2
School Counsellor	1.8
School Administration and Support Staff	1.96

*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	48,227
Revenue	2,625,867
Appropriation	2,540,999
Sale of Goods and Services	3,114
Grants and contributions	71,662
Investment income	92
Other revenue	10,000
Expenses	-2,576,431
Employee related	-2,168,945
Operating expenses	-407,487
Surplus / deficit for the year	49,435
Closing Balance	97,662

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	338
Equity Total	574,426
Equity - Aboriginal	224,550
Equity - Socio-economic	254,057
Equity - Language	2,673
Equity - Disability	93,145
Base Total	1,078,220
Base - Per Capita	27,610
Base - Location	1,235
Base - Other	1,049,374
Other Total	541,280
Grand Total	2,194,264

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 and caregivers of students were invited to provide feedback to the school.

Less than 5% of families at Newling provided responses to the annual survey which was provided by Tell Them From Me Survey.

The key findings from the survey include:

- * 90% of parents state they feel Newling is a welcoming place. The parents were able to engage with staff members when required.

- * 100% of parents think that Newling Public School encourages students to do their best. This was exemplified with classroom and extra curricular opportunities for the students to perform their best in a well balanced curriculum.

The findings from surveys are used by the school to determine future action for student, staff and community development. They are also used as a measure of the effectiveness of school procedures and initiatives.

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.