

2021 Annual Report

Grose View Public School



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Introduction

The Annual Report for 2021 is provided to the community of Grose View 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

Grose View Public School

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School vision

Grose View Public School aspires to deliver quality teaching for all students to drive continual learning in all areas of the curriculum, with a strong focus on the progress of all students. We believe that to achieve the development of literacy and numeracy skills in all students, we must strive to create an environment that centres on student engagement and positive wellbeing. We value our strong links with all facets of the community and endeavour to work towards the achievement of common goals, developed in partnership with the broader school community.

School context

Grose View Public School is located on Dharug land in the picturesque Grose Valley, nestled at the foot of the Blue Mountains. Our school was established in 1976 and currently has an enrolment of 243 students.

Our school enjoys a close and productive relationship with our parents, community groups and neighbouring schools. We have a positive school culture with a diverse range of students, who love learning beyond the classroom and about the world around them. We currently have only a small percentage of students who speak a language other than English, however, we have had a significant uplift in the number of Aboriginal and Torres Strait Islander students enrolled at the school. We currently have 31 students (12%) identifying as Aboriginal and/or Torres Strait Islander. The school community carer profile is quite diverse and not dominated by one particular group. This reflects the changing nature of the community as new families move into the area. Extra-curricular opportunities in Sport, Science, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

The whole school community, involving students, staff, parents and the local Aboriginal community was consulted in a thorough situational analysis followed by the development of this Strategic Improvement Plan. The school has undertaken a comprehensive situational analysis and identified the following areas for improvement across learning, teaching and leading. In the forward plan, the school will be targeting three strategic priorities, Student Growth and Attainment - Mathematics, Student Growth and Attainment - Reading and Leading Learning. We will be focussing resourcing towards deeply embedding structures across the school to drive continual school improvement in student academic achievement, specifically in Literacy and Numeracy. As part of this analysis, we have identified a need to use data-driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to support all students, including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Departmental support staff will be utilised to build understanding on how to do this successfully and the development of an instructional leader position will lead much of this work in the school. Work will take place on developing quality summative and formative assessment tasks and data collection practices, and developing greater consistency of judgement within our school and with partner schools. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre- and post-assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Team for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level, and the involvement of the whole school community in this process will be essential for success.

These areas have been established through deep consultative processes with the community and key stakeholders, which has included students, staff, the parent community and broader educational community.

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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards 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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Strong foundational skills in Mathematics enable students to learn, adapt and be responsible citizens. Our purpose is to provide an environment of high expectations where student learning needs are consistently monitored and used to plan engaging and rich learning programs, focused on the learning growth of all students. Students will be empowered to take control of their learning, so they know where they are currently achieving, where they need to be and how they are going to achieve their learning goals.

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.

- Learning and Development - Mathematics
- Curriculum and Assessment - Mathematics

Resources allocated to this strategic direction

Professional learning: \$9,300.00

Per capita: \$500.00

Socio-economic background: \$600.00

Summary of progress

In 2021 the school prioritised the establishment of Professional Learning Networks/Communities, within and beyond the school, to facilitate or improve High-Impact Professional Learning. Through the establishment of the SoLaR collective, 15 schools have commenced professional learning into Explicit Instruction and the research which supports this pedagogy. We were able to achieve some but not all of the outcomes set out in the initial Strategic Improvement Plan due to the impacts of COVID. However, COVID actually facilitated some aspects of progress towards our goals, as we achieved a high level of progress in providing high-level professional learning throughout this period, which helped us in establishing connections with the other 14 schools with the SoLaR Collective. In 2022 the school priorities will be to continue leadership of, and engagement with, the SoLaR Collective to support Explicit Teaching across the school, as well as developing effective strategies and processes to streamline assessment practices.

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
NAPLAN System Negotiated Target Expected Growth Numeracy There will be a 3% uplift from the baseline percentage in students achieving expected growth in Numeracy.	Percentage of students achieving expected growth in numeracy increased to 53.33% indicating progress toward the system-negotiated target.
NAPLAN System Negotiated Target Top 2 Bands Numeracy There will be a 7% uplift from the baseline percentage in students achieving in the top two bands in Numeracy.	25.93% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
School Identified Target for Aboriginal Students Expected Growth Numeracy 50% of students achieving expected	50% of Aboriginal students have achieved expected growth in numeracy indicating achievement of the target for 2021.

minimum growth against NAPLAN and
Check-In assessment data in
Numeracy.

Strategic Direction 2: Student growth and attainment - Reading

Purpose

Strong foundational skills in Reading are essential for student learning in all other areas of life. Our purpose is to provide an environment of high expectations where student learning needs are consistently monitored and used to plan engaging and rich learning programs, focused on the learning growth of all students. Students will be empowered to take control of their learning, so they know where they are currently achieving, where they need to be and how they are going to achieve their learning goals.

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.

- Learning and Development - Reading
- Curriculum and Assessment - Reading

Resources allocated to this strategic direction

Socio-economic background: \$21,000.00

Per capita: \$23,500.00

Professional learning: \$6,000.00

Summary of progress

In 2021 the school prioritised the establishment of Professional Learning Networks/Communities, within and beyond the school, to facilitate or improve High-Impact Professional Learning processes. Through the establishment of the SoLaR collective, 15 schools have commenced professional learning into Explicit Instruction and the research which supports this pedagogy, as well as the effective teaching of reading, particularly in Kindergarten to Year 2. We were able to achieve some, but not all of the outcomes set out in the initial Strategic Improvement Plan due to the impacts of COVID. However, COVID actually facilitated some aspects of progress towards our goals, as we achieved a high level of progress in providing high-level professional learning throughout this period, which assisted us in establishing connections with the other 14 schools within the SoLaR Collective. In 2022 the school priorities will be to continue leadership of, and engagement with, the SoLaR Collective, to support Explicit Teaching across the school, as well as developing effective strategies and processes to streamline assessment practices in reading K-6.

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
NAPLAN System Negotiated Target Expected Growth Reading There will be a 4% uplift from the baseline percentage in students achieving expected growth in Reading.	The percentage of students achieving expected growth in reading increased to 56.67% indicating progress toward the lower bound target.
NAPLAN System Negotiated Target Top 2 Bands Reading There will be a 7% uplift from the baseline percentage in students achieving in the top two bands in Numeracy.	35.8% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.
School Identified Target for Aboriginal Students Expected Growth Reading 50% of students achieving expected	50% of Aboriginal students have achieved expected growth in reading indicating achievement of the target for 2021.

minimum growth against NAPLAN and
Check-In assessment data in Reading.

Strategic Direction 3: Leading Learning

Purpose

Student learning is enhanced by high-quality teachers who are professional and committed. High-performing staff are knowledgeable about high-impact teaching strategies and deliberately use these to drive learning growth for all students. Teachers will be empowered through a whole school approach to collaborative practices and professional learning, linked closely to the learning needs of all students, driving student learning growth, as well as the resilience and wellbeing of all within the community.

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.

- Effective Classroom Practice
- Learning Culture

Resources allocated to this strategic direction

Professional learning: \$2,000.00

Per capita: \$21,000.00

Summary of progress

In 2021 the school prioritised building knowledge and understanding of pedagogical practice, within and beyond the school, to facilitate quality and effective teaching methods in all classrooms, as well as developing partnerships with parents with parents to improve wellbeing and attendance measures. We were able to achieve some but not all of the outcomes set out in the initial Strategic Improvement Plan due to the impacts of COVID. A high level of progress was made in providing high-level professional learning to support effective teaching methods. While we made gains in building knowledge and understanding for teaching staff, interruptions to school operations throughout 2021 ensured that the data around attendance were incidental or not reliable. Wellbeing data indicated that advocacy at school and expectation for success were high, however, sense of belonging was below both state and SSSG das indicated by TTFM data. In 2022 the school priorities will be to embed teacher knowledge and understanding as practice in classrooms across the school. Another priority will be the implementation of positive reinforcement to drive both attendance and sense of belonging amongst the student population.

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
NAPLAN System Negotiated Target Attendance There will be a 6% uplift from the baseline percentage of students attending school at least 90% of the time.	The number of students attending greater than 90% of the time or more has increased by 1.6%.
NAPLAN System Negotiated Target Positive Wellbeing at School There will be a 6% uplift from the baseline percentage in students reporting positive and inclusive school culture as evidenced in the TTFM Survey.	82.58% of students reporting positive wellbeing outcomes has increased by 1% across the positive wellbeing measures.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$85,014.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Grose View Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Assisting students to access curriculum and meeting the social and emotional needs of students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of providing students with high-level support to ensure the educational, social and academic needs of students are met.</p>
<p>Socio-economic background</p> <p>\$47,452.84</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Grose View 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"> • Learning and Development - Mathematics • Learning and Development - Reading • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional Development of staff through the SoLaR Project to support student learning <p>The allocation of this funding has resulted in: Increased teacher understanding of the science of learning to ensure all students are able to access the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to develop a deep understanding of how students learn and develop explicit instruction models to ensure all students have access to the curriculum, regardless of socio-economic status.</p>
<p>Aboriginal background</p> <p>\$34,633.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Grose View Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • staffing release to support development and implementation of

<p>Aboriginal background</p> <p>\$34,633.00</p>	<p>Personalised Learning Plans</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Building the capacity of the school to provide targeted support for Aboriginal students and our community including: development of Personalised Learning Pathways in consultation with parents, purchasing of quality literacy resources for all stages and cultural programs for the school community.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued development of Personalised Learning Pathways in consultation with parents, embedding quality literacy resources for all stages into teaching and learning programs and building of cultural awareness programs across the school community. Employment of additional staff to support the Literacy and Numeracy development of all Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$118,638.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Grose View Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 <p>The allocation of this funding has resulted in: Students being provided the necessary support to access curriculum in line with their peers. The application of evidence-based research into explicit instruction in literacy and numeracy. In class and individual student programs were developed and implemented in line with current research and professional learning undertaken by staff to meet the individual learning needs of students across K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further embed consistent practice across the school in explicit instruction through engagement with current research and evidence-based practice.</p>
<p>Location</p> <p>\$4,456.05</p>	<p>The location funding allocation is provided to Grose View 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 • student assistance to support excursions <p>The allocation of this funding has resulted in: All students at the school, regardless of family situation or location, have been able to access to curriculum, regardless of family situation or location.</p>

<p>Location</p> <p>\$4,456.05</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continue to subsidise excursions, and provide financial support to families in order to ensure that all students are able to access curriculum.</p>
<p>Professional learning</p> <p>\$17,300.00</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 Grose View 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"> • Learning and Development - Mathematics • Curriculum and Assessment - Mathematics • Learning and Development - Reading • Curriculum and Assessment - Reading • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging specialist support to unpack content, as well as evidence-based approaches to teaching and learning, specifically in the areas of reading and mathematics <p>The allocation of this funding has resulted in: Systems have been embedded into the school timetable to ensure teaching and learning is prioritised. Teacher knowledge of research-based practices which support student learning in reading and writing has been developed. Teacher knowledge of research-based practices which support student learning in all areas has. Been developed.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to deepen teacher understanding of how students learn, subject area content and delivery lesson techniques to ensure students are provided with the optimal environment for progress and academic success.</p>
<p>Literacy and numeracy</p> <p>\$7,916.06</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Grose View 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"> • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: High-impact professional learning has been provided to all staff to ensure all teaching staff have a deep understanding of the content knowledge in mathematics and English to support student progress and success.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide high-impact professional learning has been provided to all staff to ensure all teaching staff have a deep understanding of the content knowledge in mathematics and English to support student progress and success.</p>
<p>QTSS release</p> <p>\$45,632.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Grose View Public School.</p>

<p>QTSS release</p> <p>\$45,632.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support coaching and mentoring, lesson observations and development and implementation of classroom programs <p>The allocation of this funding has resulted in: Providing time for Assistant Principals to develop deep working relationships with their teams, in order to support the continual development of all teaching staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide time for Assistant Principals to develop deep working relationships with their teams, in order to support the continual development of all teaching staff.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Grose View 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: The employment of an additional teacher to ensure that the literacy and numeracy needs of students in K-2 are met. K-2 students are supported through the LST, in line with current research and best practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Develop and embed systems to ensure that all LST lessons are delivered in line with current research and best-practice.</p>
<p>COVID ILSP</p> <p>\$112,099.78</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 tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy - Spelling and Number • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program • releasing staff to participate in professional learning

COVID ILSP

\$112,099.78

The allocation of this funding has resulted in:

Improved student achievement and understanding in Literacy (Spelling) and Mathematics (Number Sense and Algebra).

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

To continue implementation of small group tuition in Literacy and Numeracy. However, the Literacy focus will have a higher emphasis on phonics and phonemic awareness. As a school, we will plan for frequent analysis of student assessment and recording of data on PLAN2. We will also ensure ongoing Professional Learning has been undertaken to enable consistent delivery of effective practice.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	125	136	139	137
Girls	99	100	110	105

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.7	95.1	94.9	92.2
1	93	94.1	91.5	92.1
2	95.4	92.4	93.6	91.7
3	93.7	93.5	90.4	92.6
4	92.9	93.2	94.1	91.7
5	90.8	92.8	90.9	93.4
6	92.2	92.9	91	90.9
All Years	93.5	93.4	92.4	92.1
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)	2
Classroom Teacher(s)	9.23
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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	387,871
Revenue	2,549,236
Appropriation	2,503,149
Sale of Goods and Services	1,262
Grants and contributions	44,297
Investment income	527
Expenses	-2,613,804
Employee related	-2,350,296
Operating expenses	-263,508
Surplus / deficit for the year	-64,569
Closing Balance	323,303

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	85,014
Equity Total	201,183
Equity - Aboriginal	34,633
Equity - Socio-economic	47,937
Equity - Language	0
Equity - Disability	118,614
Base Total	1,910,776
Base - Per Capita	61,383
Base - Location	4,456
Base - Other	1,844,938
Other Total	143,354
Grand Total	2,340,328

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

A number of surveys were conducted throughout 2021 to gather information from the community about the progress and performance of the school. Two such surveys were in relation to the communicating with the community and strategic school planning and student and parent satisfaction.

Feedback indicated that 88% of students were happy at school. However, only 63% of parents felt that their child was making progress all of the time or most of the time. 63% of parents also felt that they had the necessary knowledge to help their child with homework. 100% of parents are happy with their child's teacher and 100% of parents are happy with the leadership of the school.

In relation to the school's communication, 86% of parents are happy with the school's communication with the community. 100% of parents feel like the school reaches out to all parts of the school community. Parents prefer ClassDojo as their main method of communication, followed by email.

From this feedback, and in connection to other areas of the Strategic Improvement Plan, we will provide a series of parent information sessions to support parents with homework and understanding in the areas of reading and mathematics. We will also investigate ways to minimise the number of methods we utilise to communicate with the community.

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.