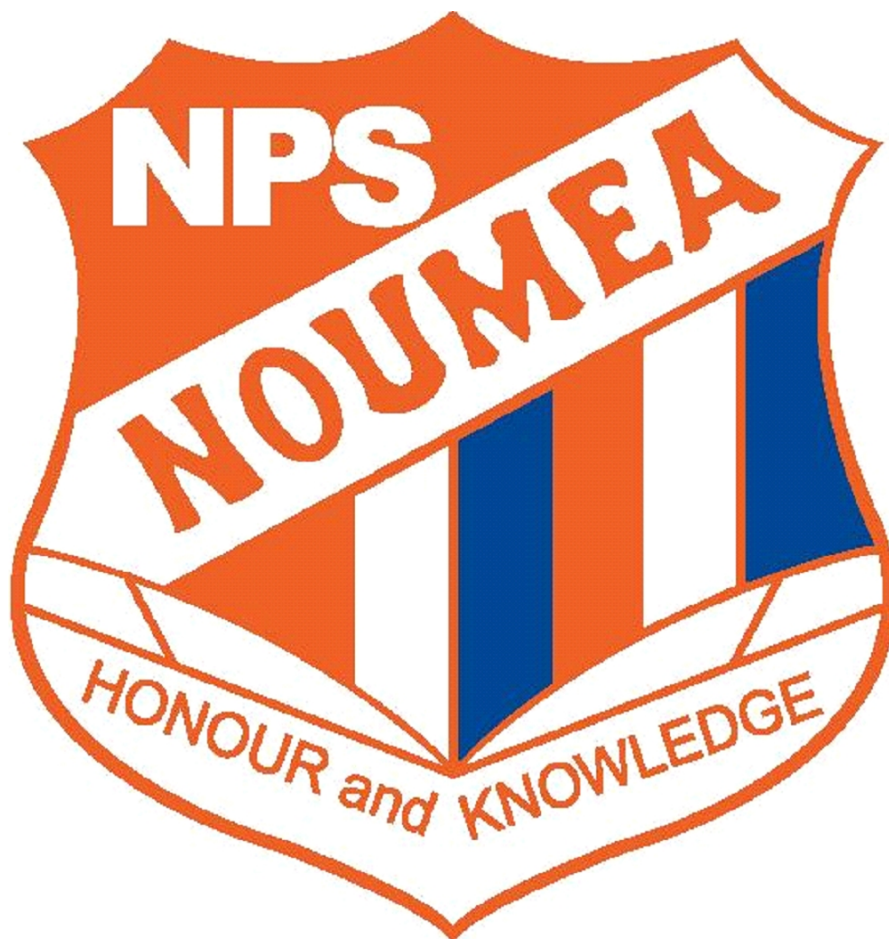


2021 Annual Report

Noumea Public School



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Introduction

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

Noumea Public School creates a safe and nurturing environment where staff, students and the wider community work together with integrity and high expectations to create literate and numerate young people who can contribute to society.

We are committed to an inclusive culture that focuses on high expectations, excellence, continual improvement and success for all.

School context

Noumea Public School located in Western Sydney is approximately 52 kilometres west of Sydney. The school is a P2 with an enrolment of 253 students including 31% of students from a non-English speaking background and 22% Aboriginal and Torres Strait Islander students.

The school has a dedicated staff made up of early career and experienced teachers. There is a provision for extracurricular activities including cultural dance groups and choirs, drumming, STEM activities and sporting groups.

The school has strong partnerships with local schools and community organisations. The culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together.

System negotiated target areas of Reading and Numeracy have been identified through NAPLAN gap analysis. More specifically our situational analysis has identified a need to work on the explicit instruction of comprehension and spelling skills. Student speech assessments, on entry to the school environment, show delays in oral language skills which require further work specifically in phonological and phonemic awareness. This work will flow through unpacking mathematical problems by identifying the language of mathematics across the curriculum, building skills in automaticity / working memory and in the specific strand of Measurement and Geometry.

Quality summative and formative assessment tasks and data collection practices will develop a greater consistency of judgement within and across the school.

Support will be provided to individual students where interventions are required after initial assessments and ongoing monitoring and post assessments will assess the impact of this support. Students will be identified by class teachers and the Learning Support Team for uptake in these programs.

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.

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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

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 in Reading
- Effective Classroom practice in Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$578,461.10

Professional learning: \$20,028.76

Literacy and numeracy: \$8,713.42

Aboriginal background: \$77,661.00

English language proficiency: \$33,635.27

Literacy and numeracy intervention: \$58,861.95

: \$13,194.80

Summary of progress

Due to 2019 NAPLAN results indicating a need to improve the school reading results, the school collected evidence to define what components were required to support the implementation of a balanced reading program. The Big Six was used as a starting point to develop staff knowledge and practice and focus on effective teaching including all components of the Big Six. Phonological awareness, oral language and comprehension were identified as areas of need and required to be further developed to support student learning. The school engaged two expert practitioners with extensive experience in delivering targeted professional learning in Reciprocal Teaching strategies (comprehension) and Spelling (Phonological Awareness). A speech therapist working with the school developed and presented lessons for small groups particularly in the years of Kindergarten and Year One for teachers to use in the classroom to help develop student oral language.

Based upon the 2019 Numeracy NAPLAN data, it was necessary to revise the Noumea P.S Scope and Sequence, trial and subsequently implement a consistent assessment regime, where data from several sources was easily analysed and triangulated. A program of more consistent high-level pedagogy relating to automaticity of number facts was introduced to support the new initiatives. This enabled us to decipher areas of need for revision for the Teaching and Learning Cycle. This draft was deemed successful as was seen in our expected growth increasing to 55.56%, indicating progress toward the lower bound target. A continuance of our plan in 2022, combined with adjustments made to our assessments, will ensure that a greater understanding of the analysis of the new forms of assessment (which will challenge our students and staff). Based upon the analysis of students identified as needing support, a communication process was established to ensure that information was related to the class teacher, who in turn, would incorporate strategies into their teaching programs to cater for individual needs.

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
Students will be performing close to the system negotiated target lower bound as measured by NAPLAN Numeracy for Year 3 and 5 of 14.7%	NAPLAN scores indicate a decrease in the percentage of students in the top two bands for numeracy at 6.85%
Students will be performing close to the system negotiated target lower bound as measured by NAPLAN Reading for	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for reading at 15.28%

Year 3 and 5 of 21.4%	
35% of Year 3 and 5 students are close to the baseline target of expected Growth in Reading	The percentage of students achieving expected growth in reading increased to 32.14% indicating progress toward the lower bound target.
42% of Year 3 and 5 students are close to the baseline target of expected Growth in Numeracy	The percentage of students achieving expected growth in numeracy increased to 55.56% indicating progress toward the lower bound target.
At least 30% of Kindergarten students will meet the 'Basic' level of phonological awareness skills using the departments Phonological Awareness Diagnostic Assessment Test	A cohort snapshot of Kindergarten using the Phonological Awareness Diagnostic Assessment test results show that on average 35.82% of students are consistently meeting the Basic level.
At least 30% of K-2 students will achieve the benchmark for Oral Language Skills (Receptive, Expressive, Speech)	At least 12% of K-2 students achieved the benchmark for Oral Language Skills (Speech). Receptive and Expressive Language Skills could not be assessed due to COVID restrictions

Strategic Direction 2: Wellbeing and Partnerships

Purpose

Utilising a strategic and planned approach, we will develop whole school wellbeing processes that lead to measurable improvements in student wellbeing and engagement and effective community partnerships

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.

- Planned Approach to Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$67,770.54

Low level adjustment for disability: \$501.85

: \$29,379.64

Summary of progress

The restructure of the Learning Support processes aimed to align interventions and targeted academic support to referrals for learning concerns and the behaviour of students from Kindergarten to Year Six. In conjunction with speech support these interventions is better structured to ensure that each child who is referred is supported fully academically, emotionally and behaviourally. COVID stalled the plans to streamline this process with students working from home. Speech, Reading and Numeracy interventions continued online for students who were already on programs and requiring assistance previously at school. Parent support was paramount to the success of these home learning interventions.

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
The Tell Them From Me (TTFM) Wellbeing data for advocacy, belonging and expectations improves to be above the current percentage of 68%.	The Tell Them From Me (TTFM) Wellbeing data for advocacy, belonging and expectations is 80%.
A range of evidence supports our assessment and validation in the elements and themes of wellbeing, a planned approach and learning culture.	Self-assessment against the School Excellence framework shows the element of Wellbeing to be sustaining and growing.

Strategic Direction 3: Enhanced attendance

Purpose

Systematic and consistent processes will continue to be developed to ensure growth in learning outcomes and measurable improvements in student attendance .

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.

- Improved attendance

Resources allocated to this strategic direction

Socio-economic background: \$11,074.34

Low level adjustment for disability: \$40,860.33

Summary of progress

Based on the student attendance rate at the beginning of the year, measures were put in place in an attempt to improve attendance at Noumea. Semester One saw the introduction of the following incentives to boost our attendance rates: a visual display board of whole school attendance, fortnightly class winners based on overall attendance rates, daily shout outs by the office for perfect attendance classes, regular Facebook and Newsletter posts, 1 x \$50 voucher winner for attendance raffle draw. A successful initiative was our 'phone home program' by the office staff. If a student was absent in Term 2, a call was made home around 10am seeking a verbal explanation, this resulted in a big shift in attendance and less students with unjustified attendance reasons. At the end of Term 2, with all these new incentives, our attendance rate average lifted to 89.5%, unfortunately our attendance rates became difficult to track during home learning in Term 3 and 4 and percentage rates in Semester 2 were not a true reflection. Looking ahead to 2022 we are aiming to re-introduce all the initiatives to our community again and hoping to continue our improved rates as per the end of Semester 1 2021.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school more than 90% of the time to be above the lower bound of 74.1%	The number of students attending greater than 90% of the time or more has increased by 7%.
Decrease the percentage of students at 80-90% attendance from 13% to 7%.	The number of students attending greater than 90% of the time or more has increased by 7%.

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"> • Purchase of an IPAD to support student learning <p>The allocation of this funding has resulted in: The purchase of resources to support a targeted intervention particularly for English</p> <p>After evaluation, the next steps to support our students with this funding will be: To utilise the resources available to improve outcomes and support student learning.</p>
<p>Integration funding support</p> <p>\$187,977.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Noumea 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"> • Support staff implement and review targeted programs and Individual Education Plans for funded students. • Staffing release for development of plans and liaising with parents, health professionals and others agency stakeholders. • Targeted professional development to build staff capacity in the area of disabilities and supporting student with additional needs • Employment of staff to provide additional supports for student with high level learning and behaviour needs. • Implementation of targeted learning support programs and initiatives. <p>The allocation of this funding has resulted in: The employment of staff to provide extra support for students with Integration funding and Individual Education plans. All funded students having IEPs, behaviour plans and risk assessments developed, implemented and reviewed. This has resulted in improved learning outcomes of approximately 10% in reading Check-in Assessments for students receiving funding support. Professional learning for support staff with the LasT has increased staff awareness and expertise in catering for students with disabilities and additional learning needs. The extra support has seen a decrease of 3% in negative behaviour incidents for funded students recorded on Sentral.</p> <p>After evaluation, the next steps to support our students with this funding will be: Support staff and SLSOs to participate in targeted professional learning in area of disabilities and additional learning needs. Continue to improve communication and involvement of parents through more regular meetings throughout the year.</p>
<p>Socio-economic background</p> <p>\$693,541.38</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Noumea Public School who may be experiencing educational disadvantage as a result of their socio-economic</p>

<p>Socio-economic background</p> <p>\$693,541.38</p>	<p>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"> • Effective Classroom Practice in Reading • Improved attendance • Planned Approach to Wellbeing • Effective Classroom practice in Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Teachers develop differentiated programming and practices across the school which provided each student with access to the curriculum • Extra teachers supported differentiated learning based on Individual Education Plan in classrooms • Regular collaborative planning and evaluation of programs occurred with teacher relief • Speech Therapist employed to review all Kindergarten students. Speech Therapy provided for identified students across K-2 by Speech Therapist • Oral language program provided by extra teachers for Kindergarten and Year One students • PL delivered by external experts on Reciprocal Teaching, Comprehension and Spelling • Breakfast club supplied by school and run daily by teachers. • Phone Home program delivered by admin staff encouraged open communication with parents and carers to support regular attendance <p>The allocation of this funding has resulted in:</p> <p>Professional Learning being delivered by experts utilising well researched and evidence based pedagogy to develop teaching and learning programs that support improved outcomes for students. This has resulted in an improvement of 10% in reading comprehension for students in Stage Three and a 3% overall improvement against similar schools. Collaboratively designed and differentiated lessons recognise individual student needs and provide extra targeted support for students with Individual Education Plans. Extra teachers are provided to deliver targeted intervention programs based on whole school Strategic Directions. Teachers, Administration Staff and School Learning Support Officers support the delivery of whole school initiatives that enhance student wellbeing and attendance. This will be evidenced by an increase in attendance of students above 90% by 7%</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuation of delivery of high quality Professional Learning to enable continuous improvement and effective teacher practice to support improved student learning outcomes particularly in English and Numeracy. A particular focus will remain on student wellbeing and attendance to create a holistic approach to student learning.</p>
<p>Aboriginal background</p> <p>\$87,858.18</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Noumea 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"> • Effective Classroom Practice in Reading • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Aboriginal Education Officer supported the continuation of Sista-Speak program for both Senior and Junior girls. The cultural groups created art,

<p>Aboriginal background</p> <p>\$87,858.18</p>	<p>were part of yarn ups and helped to build self esteem, confidence, relationships and preparedness for high school</p> <ul style="list-style-type: none"> • employment of specialist staff, an Aboriginal Education Officer to support Aboriginal students <p>The allocation of this funding has resulted in: The Aboriginal Education Officer working closely with families to create PLPs that embed literacy and numeracy goals, encourage improved attendance and support the provision of cultural perspectives across the school. The Sista Speak program encouraged Stage Two and Three girls to build friendships, set personal goals and enable resilience through activities, yarn ups and arts and crafts with the aim of improving self esteem and enabling smooth transition to high school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the funding for an Aboriginal Education Officer to monitor achievement of reading and numeracy goals and enhance partnerships between families, students and the school and ensure students have access to cultural perspectives from Kindergarten to Year Six.</p>
<p>English language proficiency</p> <p>\$40,702.20</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Noumea 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"> • Effective Classroom Practice in 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 delivered to teachers to support improvement in oral language skills for all students • Small group lessons delivered within the classroom(developing) and individual (emerging) support • Purchase of resources for EAL/D activities as part of differentiated initiatives <p>The allocation of this funding has resulted in: A teacher employed three days a week to support and deliver programs for all EAL/D students. These lessons occur in class with differentiated programs and extra resources. Staff being up-skilled in the Big Six strategies which support and highlight the need for strong oral language skills for all students. The Speech Therapist provides extra support and has input on teaching programs for targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the employment of an EAL/D teacher and the Speech Therapist to support students and deliver programs that address student needs.</p>
<p>Low level adjustment for disability</p> <p>\$255,750.98</p>	<p>Low level adjustment for disability equity loading provides support for students at Noumea 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"> • Improved attendance • Planned Approach to Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Learning support teacher works with individual students in a case management role completing Individual Education Plans and other relevant

<p>Low level adjustment for disability</p> <p>\$255,750.98</p>	<p>plans</p> <ul style="list-style-type: none"> • Intervention programs including Fountas and Pinnell, Minilit and Multilit provided by two trained teachers for targeted students • School accessed APLAs, Learning and Wellbeing Officers for support and assistance in planning programs for high need students • Speech Therapist working with Kindergarten students with moderate to severe expressive and receptive delays • Purchase of resources to be used in classrooms including visuals, sensory products, occupational therapy equipment and other assorted accessories <p>The allocation of this funding has resulted in: A Specialist Learning Support teacher who guides the development of Individual Education Plans for all students with disabilities or learning needs, enabling access for all students to the curriculum. The Learning Support Teacher acts as a conduit between the school and multiple outside agencies including health, wellbeing and social support to provide a holistic approach to student wellbeing which in turn supports academic achievement. The provision of Speech Therapy by the school continues to enable the building of oral language skills for beginning Kindergarten students and continued support through to Year Two. The employment of School Learning Support Officers assists the differentiation of lessons in classrooms and works closely with targeted students aiding engagement and learning. Resources have been purchased and utilised in classrooms as required.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued provision of Speech Therapy, particularly for Kindergarten to Year Two students, with professional learning and specific lessons provided to teachers by the Speech Therapist which can be embedded across the curriculum to improve oral language. The Learning Support Teacher and SLSOs will ensure that the wellbeing, social and academic support is provided to students where and when required. Staff will be provided professional learning in all areas of student disabilities to ensure access for all to the curriculum.</p>
<p>Literacy and numeracy</p> <p>\$8,713.42</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Noumea 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"> • Effective Classroom Practice in Reading • Effective Classroom practice in Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • Purchase of both literacy and numeracy resources to support teaching and learning programs in both Literacy and Numeracy <p>The allocation of this funding has resulted in: Students were able to access differentiated teacher nominated online Literacy and Numeracy programs during Home Learning with the support of purchased software programs. Resources were also purchased for use in the classrooms for both Literacy and Numeracy strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing provision of this funding will enable the purchase of appropriate resources for student learning in Literacy and Numeracy both at school and at home.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Noumea Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p>

<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</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"> • Employment of Instructional Leader to support literacy and numeracy programs and collect, collate and analyse student performance data with whole school and Stage teams. <p>The allocation of this funding has resulted in: The employment of an Instructional Leader for the provision of coaching and mentoring teacher practice in Literacy and Numeracy particularly for Kindergarten to Year Two students and staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ an Assistant Principal with expertise in curriculum to collect data, provide feedback, collegially plan and program with teachers to improve student outcomes in English and Mathematics</p>
<p>QTSS release</p> <p>\$53,256.05</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Noumea 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 particularly for Literacy and Numeracy. <p>The allocation of this funding has resulted in: An experienced Assistant Principal Curriculum being employed two days a week to focus on the delivery of explicit instruction in English and the coordination and preparation of programs and sustainable evidence based practice across the school. This will build teacher knowledge and skills and support improved outcomes for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of employment of Assistant Principal to maintain consistency of delivery across the school and provide continual professional learning based on feedback and assessment data</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Noumea 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"> • Effective Classroom Practice in Reading • Effective Classroom practice in Numeracy <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: An extra teacher being employed three days a week to support students in Kindergarten in English and Numeracy. The teacher worked closely with the</p>

<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>speech therapist to deliver targeted lessons and intervention for oral language skills. Continual tracking of assessment data enabled identified areas to be worked on to support student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ teacher to deliver intervention for students, particularly in Kindergarten, in both Literacy and Numeracy with a focus on oral language.</p>
<p>COVID ILSP</p> <p>\$256,649.50</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"> • Two teachers employed to provide targeted explicit instruction in small group tuition in literacy, particularly oral language, reading and numeracy, targeting whole number and place value <p>The allocation of this funding has resulted in: Two teachers employed to provide targeted support in Reading and Numeracy for identified students from Kindergarten to Year Two. Covid Intensive Reading support small group interventions saw 85% increase by 5 reading levels or more, 60% increased 7 reading levels or more and 25% increased by ten reading levels or more. Identified Year 1 students who were performing below grade level in Numeracy worked with the COVID ILSPs support throughout the year. Of these students 63% achieved Year 1 additive strategies outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to utilise funding for the employment of intervention teachers to support struggling students across Kindergarten to Year Two.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	148	140	142	122
Girls	140	137	151	142

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.1	91.3	89.5	87.9
1	90.4	89.7	87.3	89.8
2	91.2	88.3	90.4	89.7
3	93.5	89.9	90.4	90.1
4	93.8	92.4	90.7	88.1
5	90.2	92.6	92.2	88
6	90.3	89	91	88.7
All Years	91.3	90.5	90.1	88.9
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)	9.74
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.6
School Administration and Support Staff	3.72

*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	608,449
Revenue	4,129,410
Appropriation	4,092,712
Sale of Goods and Services	18,149
Grants and contributions	18,156
Investment income	393
Expenses	-4,015,391
Employee related	-3,640,558
Operating expenses	-374,833
Surplus / deficit for the year	114,018
Closing Balance	722,467

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	188,315
Equity Total	1,077,853
Equity - Aboriginal	87,858
Equity - Socio-economic	693,541
Equity - Language	40,702
Equity - Disability	255,751
Base Total	2,121,293
Base - Per Capita	72,229
Base - Location	0
Base - Other	2,049,064
Other Total	362,643
Grand Total	3,750,104

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

Each year schools are required to seek the opinions of the school community about the school. COVID restrictions in 2021 and extended periods learning from home made regular collection of responses difficult. Responses to Home Learning are presented below.

86 % of all families participating in Home Learning collected hard copy packages from the school

80% of all families were able to complete work provided and happy with the quality

71 % of all families were able to access their child's Google Classroom

73.5% of all families were able to navigate, complete and submit work on Google Classrooms

46% of students on interventions participated in targeted zoom lessons whilst learning from home

Data collected from student Tell Them From Me surveys found that:

97% of students gave an overall positive response in the three areas of Advocacy, Expectations and Belonging in the Tell Them From Me survey

94% of students had High Expectations for Success

80% of students had a positive response for Advocacy at school

Noumea provided Professional Learning to teachers that was delivered by expert practitioners in both spelling and comprehension.

89% of staff found the Professional Learning to be effectively delivered and beneficial

94% of staff are on-boarding the PL practice and were provided with useful strategies and resources for teaching and learning

Over 70% of staff improved their understanding, knowledge, skills and delivery of Reciprocal teaching

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.