

# 2021 Annual Report

## Valley View Public School



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# Introduction

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

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Valley View Public School

Chamberlain Rd

Wyoming, 2250

<https://valleyview-p.schools.nsw.gov.au>

[valleyview-p.school@det.nsw.edu.au](mailto:valleyview-p.school@det.nsw.edu.au)

4328 4433

## Message from the principal

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The Annual Report celebrates the achievements of Valley View Public School in 2021 and I wish to congratulate all students, staff and members of the school community for their commitment. Valley View Public School promotes and nurtures diversity and individuality found within all students and staff to build a tolerant and caring school community.

In 2021 there was a continued strong focus on literacy, numeracy, student welfare and technology. This year Valley View Public School, like all schools, continued to face many challenges due to Covid-19. We provided platforms for all students to learn from home whether through booklets or online. Our teachers embraced the virtual world to support the students through Google Classrooms and built on the knowledge and skills developed in the previous year. We supported each other as well as our community as we moved forward during very uncertain and unprecedented times. It is a time that we will reflect on in the years to come, a time we changed our organisation and structure in a very short time frame and still ensured that all the students and their families were known, valued and cared for. It is a moment to congratulate Valley View Public School, our whole school community and Public Education in general for a job well done!

The school will continue to set targets for improvement and teachers, students and parents will work in partnership to achieve these goals. I certify that the information in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

## School vision

At Valley View, all students have fair access to high quality teaching and learning delivered through evidence-based practices and supported through responsive wellbeing programs and strong community partnerships.

## School context

Valley View Public School was established in 1980 and is located in the Wyoming area. The current enrollment is 335 students with 4.72% acknowledging their Aboriginal heritage and 16.8% English as an Additional Language or Dialect (EAL/D).

Valley View Public School has a Multi-Categorical class and hosts an additional support class on behalf of Glenvale SSP. An OOSH (Out of School Hours) service is also on site and a Community Language School which operates on-site on Saturdays. The school has a dynamic teaching team ranging from early career teachers to more experienced staff, with school administration and learning support officers working as a team to provide educational excellence.

Valley View Public School implements a number of research-based Literacy and Numeracy programs. The school implements 'Positive Behaviour for Learning' (PBL) and upholds the values of Respect, Responsibility and Personal Best.

Valley View Public School prides itself on the quality and variety of educational and extra-curricular experiences available to students. Extra-curricular activities include: band, choir, recorder, dance groups, a range of sporting PSSA teams, public speaking, debating and the Premier's Reading Challenge. Key teaching and learning programs include MSLE, Focus on Reading, the Big Write, Multilit, STEM groups, Spelling Bee, Premier's Reading Challenge.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will be undertaken around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs 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. School services will be utilised to build an understanding of how to do this successfully with a focus on quality professional learning.

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 Teacher 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.

Valley View Public School has strong alliances with the Valley Schools Learning Community and the Cooina Local AECG, valuing the consultative partnerships that exist. The P&C are committed to the school ensuring timely resourcing and support is provided to enhance the learning opportunities for all.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practises 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.

- Data Driven Practices
- Individualised learning practices and processes.

### Resources allocated to this strategic direction

### Summary of progress

This Strategic Direction saw a focus on data driven practices and individualised learning practices and processes. We undertook whole school and Stage led data meetings where we collated and discussed reading level data and programming. Students were then collaboratively grouped into the targeted areas of High Potential, needing support, Aboriginal and English as Additional Dialect. Data was presented and staff were supported to ensure their programs were supporting differentiated teaching. Assessment schedules were reviewed ensuring consistency in the type, frequency and storage of assessment data.

Individualised learning is a priority and all staff were active participants in the high impact professional learning for High Potential and Gifted Education (HPGE) students enabling staff to not only identify students but also to effectively differentiate their programs and teaching to cater for these students. Intervention programs, such as Multilit, were conducted by SLSOs and overseen by Learning and Support Teacher expertise.

This has resulted in a whole school approach to the monitoring of curriculum planning, delivery and assessment and therefore meeting the needs of our students. Consistent teacher judgment is becoming evident across the school and programs and student work samples are reflective of explicit teaching practices. Unfortunately, the impacts of COVID and the associated restrictions decreased the opportunities of face to face instructional leadership modelling, however, opportunities were still engaged in over the Learning From Home and Cohorting period.

### 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
To increase the percentage of students achieving expected growth in reading from 64.4% with an uplift of 2%.	We have achieved an uplift of 3.04% from our baseline of 64.4% in students achieving expected growth in Reading. Our current value is 67.44%
To increase the percentage of students achieving expected growth in numeracy from 62.3% with an uplift of 2%.	We have experienced a decrease of 15.83% from our baseline of 62.3% in students achieving expected growth in Numeracy.
To increase the percentage of students achieving in the top 2 bands in reading from 40.4% with an uplift of 3%.	We have achieved an uplift of 3.94% from our baseline of 40.39% in students achieving Top Two Bands Reading. Our current value is 44.33%
To increase the percentage of students achieving in the Top Two Bands Numeracy from 27.35% with an uplift of 3%	We have achieved an uplift of 9.11% from our baseline of 27.35% in students achieving Top Two Bands Numeracy. Our current value is 36.46%
To increase the number of students achieving at or above the minimum	We have seen a slight decrease in the percentage of students achieving the minimum benchmark reading levels from 57% in 2020 to 55% in 2021.

benchmark reading level by 3% in K-2.

All years 3-6 students have an accurate reading level assessment and data is updated every 5 weeks.

100% of teachers are using Markbook on Sentral to keep an accurate track of student progress. Data is monitored by Stage AP's and discussed in meetings.

## Strategic Direction 2: Excellence in Teaching Practice

### Purpose

To provide innovative, high quality educational programs and promote a culture of learning excellence and responsiveness in meeting the learning needs of all students and staff.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High impact professional learning
- Implementation and evaluation of evidence-based programs

### Resources allocated to this strategic direction

### Summary of progress

This Strategic Direction focused on high impact professional learning to drive quality teaching across the school. Apart from mandatory training, we also engaged in the development of a Professional Partners Program and a Professional Learning schedule for the implementation of Multi Structured Language Education (MSLE) to ensure that all staff had a deep understanding of this pedagogy. Professional learning, via a PL Timetable, was delivered to introduce MSLE language phonological awareness, phonic skills, phonemes, graphemes, syllables and spelling rules was conducted. A review of our current spelling program was undertaken allowing us to adjust this based on MSLE pedagogical practices. Measurement and Geometry was also a designated focus for our high impact professional learning, however, due to COVID and associated restrictions, a renewed focus will happen in 2022.

We have developed a culture where professional learning is highly valued and regular opportunities are sought to ensure continuous improvement for all staff. Our professional learning focus has not been as deeply embedded as planned due to COVID and the associated restrictive practices of Learning from Home and Cohorting.

### 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
All staff will attend PL on Professional Partners Program and will have given and provided feedback to their professional partner.	All teaching staff were involved in professional learning focused on the Professional Partnerships Program. Staff were able to conduct one round of observations and then the program was interrupted by Covid-19.
Staff will begin to engage with the professional learning offered and implement it within their classrooms.	Professional Learning was planned for and timetabled through the executive team who worked together to ensure staff needs from all stages were met. PL in Professional Partnerships, MSLE, Learning and Support were a large focus when staff were able to engage in PL without Covid-19 restrictions. Evidence of implementation of pedagogies and methodologies was evident in classrooms.
PL in MSLE has been planned for, with a structured, sequential implementation program developed. Instructional Leadership from identified staff will provide demonstration lessons to ensure a consistent roll out of the program.	MSLE professional learning was timetabled for, staff were sent to the training (held virtually due to Covid-19 restrictions) but plans were put on hold when Covid-19 restrictions were tightened and staff were asked to concentrate on Learning From Home. 2022 will see the re-introduction of our plan.

## Strategic Direction 3: Engagement and Wellbeing

### Purpose

To provide and ensure a strategic and planned approach to support the cognitive, emotional and social wellbeing of the school 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.

- Engagement
- Wellbeing

### Resources allocated to this strategic direction

### Summary of progress

This Strategic Direction focused on the engagement and wellbeing of our students. We initially commenced with a review of our behaviour management flow chart and consistency guides and updated our PBL Handbook and Sentral Wellbeing settings to reflect changes. All staff, including new staff and casuals, are trained with the new procedures thus ensuring consistency school wide. Attendance and engagement initiatives have a deep focus across the school as these are fundamental in developing positive attitudes towards learning and confidence as learners. Attendance data is regularly collected and monitored to ensure streamlined targets for areas of need and improvement. With this in mind we evaluated our current processes around tracking and monitoring attendance and improved these procedures by making it a regular part of our LST meetings, sending out SMS messages for absences, sending home letters each fortnight for students with unexplained absences and involving the HSLO in cases where interventions were required. We are focussing on the PAX Good Behaviour Game as a whole school strategy and all staff were to be trained in this, however COVID disruptions have put this on hold until 2022.

Whilst COVID and the associated restrictions impacted heavily on this Strategic Direction and a face to face model, we pivoted and transferred all of our attentions to Learning from Home to ensure all students and families were supported. All teachers made regular phone calls to their students and families to offer additional support. Daily message on Class Dojo were sent out, along with video messages to try and maintain positive relationships. Each Stage ran daily Zoom meetings to run through the days work and to provide some face-to-face contact. These meetings were well-attended. Class work was put on Google Classroom and also in booklet form to cater for a wide range of needs. Staff did drive-by drop offs of work to some families who were unable to come to school and also for prizes for students who participated in a variety of tasks.

### 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 proportion of students attending school 90% of the time to 74%	We have 81.3% of students attending school 90% of the time.
The whole school attendance rate is 86%	Attendance data shows that our whole school attendance rate is 94.2%
All executive staff have had PAX training.	The executive staff were able to complete the PAX training. Plans for the remaining staff were put on hold due to Covid-19 restrictions.
All staff are upskilled in updated PBL practices relating to Tier 1 PBL data.	This PL did not occur this year due to Covid-19. It will be picked up in 2022.
A reduction of 5% of Tier 2 and 3 behaviour incidents	We have analysed available data however have deemed it to inaccurate due to the significant disruptions the school incurred through Covid-19.
TTFM data shows an increase of 2%	We have had a decrease of 10.41% from our baseline over the COVID

for 'Sense of Belonging.'

period of students with positive wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$145,751.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Valley View Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> identified students and their families were supported allowing access of curriculum at point of need as well as support in academic, social and emotional areas throughout each and every school day.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> as this model was very successful, this will continue into 2022.</p>
<p>Socio-economic background</p> <p>\$83,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Valley View Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing with an AP off class to support identified students with learning and Wellbeing support.</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all students having equitable access to resources, both physical and human to assist with their learning and wellbeing. Student wellbeing has been a major focus, especially given Covid-19 interruptions to regular routines and programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continuation of our wellbeing focus and student and parent engagement with school.</p>
<p>Aboriginal background</p> <p>\$20,202.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Valley 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Aboriginal background</p> <p>\$20,202.00</p>	<ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> ATSI students creating individual canvas artworks.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Covid-19 restrictions meant that we were unable to continue with the school mural project. This will be looked into completing in 2022.</p>
<p>English language proficiency</p> <p>\$35,012.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Valley View Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> identified students being support by a specialist teacher enabling these students to equitably access the curriculum at their point of need.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> as this model was successful, this will continue into 2022.</p>
<p>Low level adjustment for disability</p> <p>\$154,268.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Valley View Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in:</b> targeted students being supported and knowing who they can turn to for advice and support. Teachers are supported in their day to day curriculum planning and delivery for these students, ensuring differentiation is evident and effective.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> analysis of data to measure the impact of tailored programs for our students.</p>
<p>Professional learning</p> <p>\$24,866.00</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 Valley View Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>Professional learning</p> <p>\$24,866.00</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>engaging in professional learning to unpack evidence-based approaches to teaching literacy using the MSLE approach as well as supporting our HPGE students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> staff having a greater understanding of the way students learn and an improvement in teaching pedagogy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> unfortunately, Covid-19 had a significant impact on the schools' Professional Learning timetable and some of our scheduled PL was unable to be presented, especially in MSLE. This will form a large part of our focus for 2022.</p>
<p>School support allocation (principal support)</p> <p>\$20,156.00</p>	<p>School support allocation funding is provided to support the principal at Valley View Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>executive staff have been provided with additional release time to support the implementation of our SIP and to continually monitor it's progress.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> due to Covid-19 the school plan was not able to be effectively implemented, however the additional executive release time was used to work on our External Validation submission and later in the year to provide support to their stage teams to develop Learning From Home materials.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> this allocation will continue to be used to provide additional executive release in 2022.</p>
<p>Literacy and numeracy</p> <p>\$9,013.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Valley View Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in:</b> equitable distribution of resources to support the pedagogy of MSLE ensuring the effectiveness of this program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> professional learning in the use of decodable readers and the development of teaching and learning programs to support the implementation of the program into classes.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Valley View</p>

<p>\$65,253.00</p>	<p>Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all staff being supported in the implementation of high quality teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> evaluation of programs and adjustments made if required. This program will continue in 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Valley View Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> targeted students identified and differentiated programs delivered in small groups for maximum impact.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> analysis of assessment data which will drive future directions for this program.</p>
<p>COVID ILSP</p> <p>\$121,933.09</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> small groups of students involved in intensive literacy and numeracy support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> due to Covid-19 interrupting the learning of students again this year, this</p>

COVID ILSP

\$121,933.09

program will continue in 2022.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	170	151	164	166
Girls	173	173	172	160

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.9	95.7	96.8	94.6
1	95.2	95	95	93.1
2	95.9	93.5	94.9	93.2
3	93.2	95.3	94.9	92.9
4	93.8	92.8	93.9	92.6
5	93	91.6	93.7	93.8
6	93.3	90.6	94.9	88.9
All Years	94.4	93.7	94.9	92.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	4
Classroom Teacher(s)	13.05
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	4.32

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	765,167
<b>Revenue</b>	3,776,392
Appropriation	3,655,757
Sale of Goods and Services	44,472
Grants and contributions	64,892
Investment income	471
Other revenue	10,800
<b>Expenses</b>	-4,029,739
Employee related	-3,514,417
Operating expenses	-515,321
<b>Surplus / deficit for the year</b>	-253,347
<b>Closing Balance</b>	511,820

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	145,751
<b>Equity Total</b>	292,574
Equity - Aboriginal	20,203
Equity - Socio-economic	83,092
Equity - Language	35,012
Equity - Disability	154,268
<b>Base Total</b>	2,692,163
Base - Per Capita	84,102
Base - Location	0
Base - Other	2,608,061
<b>Other Total</b>	404,957
<b>Grand Total</b>	3,535,445

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

There were 33 respondents to the 2021 Tell Them From Me survey. Across the areas of 'Parents are Informed', 'School Supports Learning', 'School Supports Positive Behaviour' and 'Inclusive School' there was a decrease in positive responses. 'Parents Support Learning At Home' received a significantly higher response which could be contributed to the significant Learning From Home period this year.

In terms of student responses in the TTFM survey, the results have shown a significant decrease in results across all areas, apart from "participate in Sport." results from the 2022 TTFM will show us whether Covid-19 and Learning From Home had an impact on results.

The teacher results were pleasing, with all areas showing a significant improvement in results.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.