

2021 Annual Report

Eastlakes Public School



4516

Introduction

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

Eastlakes Public School

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Message from the principal

On behalf of the students, teachers and parents of Eastlakes Public School, I would like to pay our respects and acknowledge the Aboriginal and Torres Strait Islander peoples, past, present and future who have the first connection to this land. We are thankful for the Gadigal and Kameygal clans for taking care of the land, sky and waterways on which we learn and play today. Together we will rise to the challenge and be respectful and responsible to care for our country. Always was, always will be Aboriginal land.

We cannot think or talk about 2021 without words like 'resilience, unprecedented, lock down, masks, vaccine, COVID-19, physical distance, learning from home, Google classroom, Zoom, pandemic, well-being, quarantine, isolation, essential workers, working from home, restrictions, check in, floods, emergency, crisis' and the list goes on and on. Everyone has had a very different and personal experience in 2021. We all had to be and continue to be our best selves because 2021 has been a year of challenge and disruption, both in a good way and with its difficulties. However, it gave us an opportunity to recognise what is truly important - family, friends, health and community. These are extraordinary times we are living in and the EPS community continues to rise to the challenge!

I am proud of every single student at Eastlakes PS for their achievements this year. We have a school full of respectful, responsible learners who have displayed their talents and abilities in so many different ways. I have seen growth in confidence and mindset as well as enthusiasm and engagement in a variety of learning opportunities.

The world has seen, this year more than ever, how important and complex the work of teachers is. The teachers at Eastlakes PS are a dedicated and committed group of professionals who always want the very best for their students. EPS teachers have proven this, time and time again this year ensuring a continuity of quality learning, student well being and staying connected with families. It is this dedication that provides for the opportunities and successes of our students.

EPS could not do without the school administrative and learning support staff, who work to support school operations and our teachers in delivering their learning programs. These are the people that keep the wheels in motion. Our school would not be what it is without the support and partnership of parents and carers and the part they play in the education of their children.

Anthia Tsantoulis

Principal



School vision

Eastlakes Public School has a culture of high expectations and a commitment to achieving excellence and equity underpinned by strong partnerships between teachers, parents and students.

We prioritise wellbeing for our school community, promoting resilience, respect and responsible relationships to enhance social, emotional and academic outcomes.

Every student is known, valued and cared for in a dynamic, diverse and inclusive learning environment.

We empower students to achieve their personal best, become successful lifelong learners, confident, creative and active members of the community.

School context

Eastlakes Public School, established in 1944, provides a comprehensive education for students from Kindergarten to Year 6. We strive for excellence and equity in our programs and support all learners to achieve their personal best. Our expert teachers continually improve and extend their pedagogical knowledge and practice through high impact professional learning.

School enrolment is on average 190 students and is characterised by a transient community, families with temporary visas, international students and established families in the local area. Our school reflects the culturally diverse community it serves representing: 33 language groups; 91% of the student cohort having English as an additional language or dialect and 3% of the student cohort is of Aboriginal or Torres Strait Islander background.

We know that every child can learn; they learn at different rates and in different ways. Our teaching and learning environments encourage communication, collaboration, critical thinking and creativity. We meet student's learning needs through curriculum differentiation, providing an appropriate level of challenge and engaging students in learning in meaningful ways.

Eastlakes PS is committed to promoting diverse student achievement through curriculum, leadership and wellbeing programs and extracurricular activities.

We are proudly part of our community and our collaborative partnerships with parents, local organisations and businesses support us in maximising student outcomes.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan. The strategic directions that will drive this plan are student growth and attainment, wellbeing and excellence.

The school is committed to continually improving effective classroom practice underpinned by an evidence base and high impact professional learning. This will ensure that both literacy and numeracy growth and achievement can be enhanced through improved data driven instructional practices.

We will foster a collective responsibility from our whole school community ensuring students connect, succeed, thrive and learn. High expectations, participation and connection will underpin our wellbeing focus. Regular and rigorous data collection will inform impact on student outcomes and achievement and future school practice.

In our pursuit of excellence we are committed to improved performance in our school, for every student, every teacher, every leader, every year. Through a proactive and planned approach, we will build leadership capacity in a quality learning environment.

We have identified the need to use the school's equity funding to support a range of initiatives. Some funds will be used to support other activities not embedded in this plan.

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	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent, evidence based teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through high impact professional learning and use student assessment data to inform teaching.

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.

- Evidence Based Teaching and Learning
- Data Driven Practice

Resources allocated to this strategic direction

QTSS release: \$40,586.72

Literacy and numeracy intervention: \$47,089.00

Literacy and numeracy: \$5,626.74

Summary of progress

Our focus in literacy was understanding texts and vocabulary and additive strategies in numeracy. Teachers completed professional learning underpinned by the "What Works Best" research that supported the implementation of explicit teaching strategies and use of data to inform practice in literacy and numeracy. Teachers engaged in professional reading and classroom observations on formative assessment and tier two vocabulary. Various forms of data were used to support the triangulation process, including internal and external performance data to inform instruction.

Planned activities in Semester 2 were disrupted with learning from home in Term 3, missing 2020 NAPLAN data and staff movement therefore the 2021 progress measures were either partially or not achieved.

Next steps:

- revisit and implement learning intentions and success criteria in literacy and numeracy teaching and learning consistently across the school;
- conduct learning walks to build on and maintain teacher capacity in explicit teaching strategies;
- provide high impact professional learning in using PLAN 2 to collect, analyse and use data to inform instruction.
- all teachers complete High Potential and Gifted Education (HPGE) professional learning and implement policy

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• A minimum of 34% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN numeracy.• A minimum of 38% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN reading.	<p>In NAPLAN Reading 28.45% of all Year 3 and Year 5 students achieved in the top 2 bands indicating we have yet to meet the target. However, 83.33% of Year 3 English as an Additional Language and/or Dialect (EALD) students at the consolidating learning progression achieved in the top two bands.</p> <p>In NAPLAN Numeracy our target was not met. 16.78% of Year 3 and Year 5 achieved in the top 2 bands. However, 66.67% of Year 3 EALD students at the consolidating learning progression achieved in the top two bands.</p>
<ul style="list-style-type: none">• School-determined growth targets based on the additive strategies element of the Numeracy Progressions are identified for all students and more than 75% are achieving expected growth.	<p>62% of K-6 students are achieving at or above school based targets for additive strategies. The expected growth target is not achieved.</p> <p>In the 2021 Check In Numeracy Assessment 58.9% of Year 4 students (same cohort as 2020) answered the questions correctly. This was a 3.7% increase from 2020 data.</p>

• School-determined growth targets based on the understanding texts element of the Literacy Progressions are identified for all students and more than 52% are achieving expected growth.

76% of K-6 students are achieving at or above school based targets for understanding texts. The expected growth target is achieved.



Purpose

The school is focused on building individual and collective wellbeing through a climate of respect and inclusiveness to support students so they can connect, succeed, thrive and learn. Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.

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 Expectations
- Participation and Connection

Resources allocated to this strategic direction

Aboriginal background: \$5,659.20
English language proficiency: \$61,125.81

Summary of progress

In 2021 the executive team collaboratively worked with teachers to build their capacity in writing specific, measureable, attainable, relevant and time referenced (SMART) learning goals for students with additional learning needs. SMART goals included on PLSPs. To ensure a collective teaching responsibility PLSPs were shared with specialist teachers to implement and make relevant accommodations within specialist programs. Learning and support referral processes and procedures enabled teachers to identify students for the COVID intensive learning support program (CILSP) providing targeted, explicit instruction for student groups in literacy reading comprehension. The CILSP continued during remote learning.

In collaboration with the Schools Health Community Together project the school held successful school community events in Term 2: a cultural event bringing together families from diverse groups, local members of parliament, external agencies and school staff and Weekly Kinder Community Mornings. These events created authentic and inclusive opportunities for parent participation in supporting student wellbeing and learning.

Next Steps:

- Review and refine learning and support procedures to increase teacher capacity and continue to build on collective responsibility to implement personalised learning support plans in classrooms and specialist programs;
- Continue our collaborative partnership with Schools Health Community Together

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Increase proportion of students attending school >85.5% of the time. 	<p>76.3% of students at or above 90% attendance</p> <p>9.6% of students between 85%-90% attendance rate</p> <p>14.1% of students below 80% attendance rate</p> <p>Attendance in Term 4 was affected by the learning from home period and the COVID-19 restrictions</p>
<ul style="list-style-type: none"> • Increase % of students reporting Expectations for Success, Advocacy and Sense of Belonging at School from a baseline of 89% in the Tell Them from Me Survey data. 	<p>Not achieved - 74.3% is a decrease from baseline data</p>

• Sustaining and Growing in the element of Wellbeing inclusive of themes: caring for students; a planned approach to wellbeing; individual learning needs and behaviour.

School self assessment against the School Excellence Framework shows the school is maintaining Sustaining and Growing in the element of wellbeing.



Purpose

Our purpose is to create an environment that empowers staff, students and parents to contribute to continuous school improvement thus improving student learning and achievement.

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.

- Leadership
- Quality Learning Environment

Resources allocated to this strategic direction

Socio-economic background: \$19,053.00

Professional learning: \$17,167.64

Summary of progress

In 2021 our focus was to increase student voice and leadership within a quality learning environment supported by parent partnerships.

The School Representative Council was initiated with representatives from every class K to 6. Remote learning disrupted planned activities for the SRC and these will be implemented in 2022.

Engagement, explicit criteria and student direction were quality teaching elements that underpinned both face to face and online learning. During the learning from home period teachers focused on providing students with frequent and effective feedback.

COVID-19 restrictions made it difficult to develop and build on planned parent partnership programs. However, the school involved parents and carers in their child's learning in a variety of ways during the home learning period inclusive of weekly Zoom whole school community competitions, art exhibition, stage assemblies and music lessons.

Next steps:

- Build on the SRC's decision-making structures enabling student representatives to organise ways for their student peers to participate in and enjoy school life.
- Establish the P&C
- Continue to build on and maintain a quality learning environment in every classroom through student engagement, student direction, explicit quality criteria, student self regulation, high expectations and social support.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• All students have an enhanced understanding of student voice and its influence on school decision making.• Re-establish the P&C by Term 2	<p>All students participated in PBL survey about extra curricular clubs which resulted in five lunchtime clubs for students to choose from.</p> <p>SRC was established in name only.</p> <p>P&C not established due to lockdown, hesitancy for some families to return to school and COVID-19 safety measures.</p>
<ul style="list-style-type: none">• Evidence of a parent partnerships plan.• Increase % of students who are motivated and interested from a baseline of 72% in the Tell Them from Me survey	<p>Parent partnerships partially achieved in Semester 1. The disruptions caused by remote learning prevented a number of planned activities being implemented.</p> <p>In the 2021 Tell Them From Me survey 80% of students show a positive</p>

<p>Me Survey data.</p> <ul style="list-style-type: none">• All teaching and learning programs will show evidence of some elements from the quality learning environment pedagogy.	<p>growth orientation by setting challenging goals for themselves in their schoolwork and aim to do their best.</p>
<ul style="list-style-type: none">• Delivering in the Educational Leadership element of the SEF inclusive of all themes: instructional leadership, high expectations culture, performance management and development and community engagement.	<p>School self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of Educational Leadership</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$16,940.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Eastlakes 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"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$19,053.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Eastlakes 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"> • Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities including leadership activities for SRC capacity building • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: the student leadership team having a stronger voice in the operations of the school, strengthened public speaking opportunities and participation in aspirational programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: build on the student leadership program, to ensure all students have access to leadership opportunities within the school and the broader community.</p>
<p>Aboriginal background</p> <p>\$5,659.20</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Eastlakes 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"> • Participation and Connection <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$5,659.20</p>	<ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • participation in Schools Health Community Together program <p>The allocation of this funding has resulted in: Targeted students receiving early intervention from NSW Health and all Aboriginal families engaging in the PLSP process.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuation of the NSW Health program and Aboriginal student support through the PLaSP process.</p>
<p>English language proficiency</p> <p>\$173,243.81</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Eastlakes 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"> • Participation and Connection • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: 31% of students in consolidating phase performed in the top 3 bands NAPLAN 64.3% of Year 5 students in the consolidating phase are at or above expected growth in reading and writing for NAPLAN 2021</p> <p>After evaluation, the next steps to support our students with this funding will be: Targeted and personalised support across all key learning areas for EAL/D students. Professional Learning for staff using the Teaching English Language Learners program.</p>
<p>Low level adjustment for disability</p> <p>\$90,930.94</p>	<p>Low level adjustment for disability equity loading provides support for students at Eastlakes 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 specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. In NAPLAN reading assessment, we achieved above our upper bound target, and in Numeracy we achieved a 14.6% uplift between 2019 and 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Low level adjustment for disability</p> <p>\$90,930.94</p>	<p>to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$5,626.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Eastlakes 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"> • Evidence Based Teaching and Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: building staff capacity to analyse data to inform programming, teaching and assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: to implement the assessment schedule and develop common marking rubrics.</p>
<p>QTSS release</p> <p>\$40,586.72</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Eastlakes 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"> • Evidence Based Teaching and Learning <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 classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: implementing learning walks to develop consistent practices in literacy and numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Eastlakes 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"> • Evidence Based Teaching and Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets

<p>Literacy and numeracy intervention</p> <p>\$47,089.00</p>	<p>outlined in the School Improvement Plan</p> <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: implement MiniLit, train teachers and SLSOs.</p>
<p>COVID ILSP</p> <p>\$75,716.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy - Reading comprehension strategies <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals , student confidence and engagement increased.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy small group tuition using the MacLit program. An additional teacher and SLSO will be trained to implement the program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	87	101	103	94
Girls	83	96	98	78

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.7	92	81.8	89.7
1	89.3	87.7	76.5	87.7
2	93.3	90.6	76.3	90.7
3	96	94.3	81.7	92.2
4	95.4	95.8	81.5	90.5
5	94.6	94.5	85.8	89.8
6	93	95.4	85.2	96.2
All Years	93.7	92.6	80.9	90.5
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)	8.08
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
Teacher ESL	1
School Administration and Support Staff	2.97
Other Positions	0.4

*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	224,789
Revenue	2,522,050
Appropriation	2,468,977
Sale of Goods and Services	484
Grants and contributions	51,560
Investment income	162
Other revenue	868
Expenses	-2,459,801
Employee related	-2,188,166
Operating expenses	-271,636
Surplus / deficit for the year	62,248
Closing Balance	287,037

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	16,940
Equity Total	288,886
Equity - Aboriginal	5,659
Equity - Socio-economic	19,053
Equity - Language	173,244
Equity - Disability	90,931
Base Total	1,766,594
Base - Per Capita	51,034
Base - Location	0
Base - Other	1,715,560
Other Total	193,120
Grand Total	2,265,541

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 parents, students and teachers about the school. Parents, carers, students and teachers were invited to participate in the Tell Them From Me Survey during the year.

Students in Years 4, 5 and 6 completed the Tell Them From Me survey in semesters one and two. Key findings show that:

- 68% of students feel proud of their school;
- 85% of students know where to seek help if bullied;
- 82% of students agree that the school environment is well looked after.

Other key findings from the student survey on a 10 point scale show that:

- 7.9 students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

All teaching staff participated in the Tell Them from Me survey. Key findings on a 10 point scale show that:

- 7.7 teachers stated that school leaders helped establish challenging and visible learning goals for students (higher than state);
- 8.6 teachers talk with other teachers about strategies that increase student engagement;
- 9.3 teachers set high expectations for student learning;
- 8.6 teachers use assessments to help them understand where students are having difficulty and inform their practice;
- 9.4 teachers try to link new concept to previously mastered skills and knowledge.
- 9.6 teachers establish clear expectations for classroom behaviour
- 8.1 teachers work with parents to help solve problems interfering with their child's progress

Other key findings from the teacher survey show that:

- 90% of teachers agreed that school leaders are leading improvement and change
- Learning culture is higher than state with the school at 8.4 and the state at 8.0 on a 10 point scale.

Parents were invited to participate in the Tell Them From Me survey. Key findings show that:

- 90% parents have talked with a teacher three or more times about their child's learning or behaviour
- 82% agreed that there was school support and relevant and up to date information during the learning from home period
- 75% agreed that school provides enough learning from home resources
- 95% and above strongly agreed that the most useful forms of communication are school reports, telephone, school website, school newsletters and emails.

Other key findings from the student survey on a 10 point scale show that:

- 8.4 parents believe the school supports positive behaviour and their child is clear about the rules for school behaviour
- 8.1 parents believe their child feels safe at school
- 8.0 parents agree that teachers help students who need extra support (higher than state norm)

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.

