

# 2021 Annual Report

## Orama Public School



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## Introduction

The Annual Report for 2021 is provided to the community of Orama 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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## School vision

Orama Public School's unique environment nurtures our aspirational learners. Each students' needs are nourished to understand themselves and others, enabling ongoing adaption to an ever-changing world. Staff create a culture of wonder and exploration. Relationships are developed between educator and student empowering everyone to do their best. We value the Gumbaynggirr People as the Traditional Custodians of the land and we follow their lead to ensure we are in harmony with our surroundings. Students and staff are supported by a community where everyone is striving for the same goal of happy and successful children.

## School context

Orama Public School is a small school located on the banks of the Bellinger River in the Thora Valley. The school is a member of the Mid Coast Valley network of schools, the Bellingen/Dorrigo Community of Schools and the Bellingen Valley Small Schools.

The school has a current enrolment of 31 students which includes 2 Aboriginal students. The school is classified as a TP2 with a teaching Principal, 1 permanent teacher, one temporary teacher, a Relief from Face to Face teacher and a Learning and Support teacher. The school is also supported by a School Learning and Support Officer, General Assistant and School Administration Manager.

We have a Family and Occupation Education Index (FOEI) of 103. The school supports all students through differentiated teaching and learning programs as well as recognised best-practice Environmental Education, wellbeing, creative arts, cultural and sport programs.

Orama Public School enjoys a close partnership with the community and these relationships develop our students into leaders of the future.

Over the coming four years we will focus our work on further enhancing our student outcomes in Literacy and Numeracy, strengthening our high quality wellbeing initiatives and continuing to build our community partnerships.

## 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	Excelling
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	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to empower our students to do their best, staff will plan and deliver explicit learning experiences for students to reach growth targets in literacy and numeracy. School data will show student progress based on internal and external measures.

### 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.

- Explicit Teaching for Reading and Numeracy
- High Expectations for all learners

### Resources allocated to this strategic direction

**Beginning teacher support:** \$5,630.00

**QTSS release:** \$5,605.00

**Literacy and numeracy:** \$2,600.00

### Summary of progress

The Instructional Leader model started well. Staff were engaged in explicit learning, observations and implementing feedback into their lessons with students. The road closures in term 1 and the Covid lockdown in term 3 had a major impact on this initiative. Teachers were focused on developing and delivering explicit teaching and learning experiences for their students and deep reflection, observation and refinement of their own practice was not given the time it deserved. Teacher growth and development needs to be prioritized. Investing in the high quality teachers that Orama Public School already has will lead to better learning experiences for their students.

In 2022, Instructional Leadership Meetings and observations will be on a fortnightly/monthly rotation. These meetings will re-establish the 5 weekly tracking procedures and the reflection and refinement of teacher practice.

Tell Them From Me Data indicated that 59% of the students in Learning Space Two felt that their teachers set clear goals, established expectations and provide feedback. Yet only 20% of these students felt interested and motivated in their learning. Increasing the interest and motivation in students' learning and creating a closer reciprocity between goals and expectations and interest and motivation will be a key driver of Orama Public School in the future.

### 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
<b>Reading</b> <ul style="list-style-type: none"><li>• 5 weekly tracking of student data on data wall and monitoring documents based on internal school assessments by all staff.</li><li>• Monitoring and evaluation of school based assessment procedures to ensure strategies are purposeful and authentic.</li></ul>	5 week monitoring continues to occur in each classroom. Writing and reading analysis occurs weekly on every student and the monitoring documents are updated. The introduction of the assessments aligned with PLAN has influenced the assessment and monitoring across the school. This has also impacted the assessment procedures. Orama Public School continues to reflect on assessment procedures to find time efficient sources of information that find a balance between assessment of, for and as learning and assessment that links to PLAN.
<b>Numeracy</b> <ul style="list-style-type: none"><li>• 5 weekly tracking of student data on data wall and monitoring documents based on internal school assessments by all staff.</li><li>• Monitoring and evaluation of school based assessment procedures to ensure strategies are purposeful and</li></ul>	In semester two all students completed a Schedule for Early Number Assessment (SENA) or an Interview for Student Reasoning in numeracy (IFSR). The introduction of the IFSR and other assessments aligned with PLAN has influenced the assessment and monitoring across the school. This has also impacted on assessment procedures. We are looking for time efficient sources of information that find a balance between assessment of, for and as learning and assessment that links to PLAN.

authentic.	
<ul style="list-style-type: none"> <li>• Each class teacher will participate in classroom observations or walkthroughs at least twice in 2021.</li> <li>• The school's assessment scope and sequence will be reviewed to ensure the data is relevant and authentic.</li> </ul>	<p>Throughout the year, the school has implemented the Instructional Leader project to deepen the capacity of classroom teachers. The school also planned to visit other local small schools. Whilst the visits to small schools were not possible because of COVID restrictions, teachers were still able to collaborate on a variety of classroom programs. This included the journey through classroom observations. With the implementation of the Check-in Assessments and the IFSR, the whole school Assessment Scope and Sequence will require further review.</p>

## Strategic Direction 2: Effective Practices

### Purpose

With a focus on student engagement, staff, students and the community will embed effective wellbeing practices and processes that are purposeful and authentic.

### 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.

- Strategic and Planned approach to Wellbeing
- Learning and Support Procedures

### Resources allocated to this strategic direction

**Location:** \$4,000.00

### Summary of progress

The review and refinement of the whole school Wellbeing Framework was thorough and collaborative in nature. It has resulted in the school having policies that reflect the DoE policies but are embedded with an Orama Public School context. The new attendance and wellbeing practices have ensured all key stakeholders are informed and engaged at every action. The positive impact on student attendance and wellbeing has ensured that students are not only attending school but their wellbeing needs are being met in a manner where they are empowered and assured support. In 2022, the school will be addressing the needs of students requiring individual attendance interventions. The school will also refine the Wellbeing Framework to ensure it meets the needs of all stakeholders.

The school Personalised Learning and Support Plans (PLaSP) have now been refined to reflect the National Disability Standards and the National Consistent Collection of Data (NCCD). In 2022, the school will refine the PLaSP review meeting process to ensure all stakeholders are involved in a collaborative process ensuring student goals and targets are applicable to school and external agencies.

### 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
<b>Attendance</b> <ul style="list-style-type: none"><li>• Students who attend school more than 90% of the time to increase to at least 52%</li></ul> <b>Wellbeing</b> <ul style="list-style-type: none"><li>• At least 65% of students report that they have a sense of belonging at the school.</li><li>• At least 80% of students report that they have advocacy at school.</li></ul>	<b>Attendance</b> <ul style="list-style-type: none"><li>• Improvement of whole school attendance by 4% (from 84% to 88%)</li><li>• Increased the % of students who attend &gt; 90% of the time by 6% (from 56% to 62%)</li><li>• Reduced unexplained absences by 43%</li></ul> <b>Wellbeing</b> <p>As evidenced in the Tell Them From Me survey, students in years 3, 4, 5 and 6 indicated an:</p> <ul style="list-style-type: none"><li>• Increase by 4% of students who feel they have an advocate in the school coupled with an 8% increase in positive teacher/student relationships</li><li>• Increase by 7% - the school has a positive learning climate and a higher 9% of the students indicate they are proud of the school.</li><li>• Increase by 13% of students who participate in extra-curricula activities.</li></ul>
<ul style="list-style-type: none"><li>• The school has strengthened its attendance procedures to create a culture of improved attendance and monitoring.</li><li>• The school has reviewed its</li></ul>	The school now has a weekly attendance monitoring procedure to ensure unexplained absences are followed up. This has had a positive improvement on the whole school attendance data. The reviewed Wellbeing Framework continues to be implemented and reviewed when appropriate. The feedback from students, staff and the community has been positive.

<p>Wellbeing framework to ensure school and system based policies and priorities are being addressed.</p>	<p>This was evidenced in the Tell Them From Me data where parents believed the school supported positive behaviour at a rate of 84%. This is 7% above the state average. Parents also believe the school is inclusive with a rating of 87%, 20% above the state average.</p>
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## Strategic Direction 3: Community Partnerships

### Purpose

Partnerships beyond the school will enable relevant and real world learning opportunities and outcomes for our 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.

- Highly effective Professional Learning Community
- Strong Community and Cultural Connections Programs

### Resources allocated to this strategic direction

Beginning teacher support: \$550.00

### Summary of progress

Creating progress in this Strategic Direction has been difficult throughout 2021. Despite this, staff were creative in approaches when possible. Staff have completed intensive preparation for 2022. The school obtained a grant to partially fund an Outdoor Laboratory. Construction of this Laboratory will occur in 2022. This space will give opportunities for local cultural and environmental experts to deliver lessons. Another grant was secured to fund the purchase of micro-organism kits and the training on these kits will occur in 2022. The Repton, Orama and Crossmaglen Public School PLC will continue in 2022. The principals of the respective schools will collaborate to ensure the inclusion of all staff in 2022.

### 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
<b>School-Level Data</b> <ul style="list-style-type: none"><li>• Repton, Orama and Crossmaglen Public School staff continue to build a collaborative Professional Learning Community with meetings occurring at least twice a year.</li></ul>	<ul style="list-style-type: none"><li>• Collaborating with other schools when the opportunity presents itself. Staff have collaborated with Repton, Raleigh, Crossmaglen, Bellinghen and Frank Partridge Public Schools and Chrysalis Steiner school and Cascade Environmental Education Centre.</li></ul>
<b>School Excellence Framework</b> <p>In the element of <b>Learning and Development</b> we demonstrate working towards sustaining and growing in the themes of <b>Collaborative practice and feedback, Coaching and mentoring</b> and <b>Expertise and innovation</b>.</p> <p>In the element of <b>Learning culture</b> we demonstrate working towards sustaining and growing in the theme of <b>Transitions and continuity of learning</b>.</p> <p>In the element of <b>Educational Leadership</b> we demonstrate working towards sustaining and growing in the theme of <b>Community Engagement</b>.</p>	<b>Collaborative Practice and Feedback</b> <ul style="list-style-type: none"><li>• Teachers have participated in Instructional Leadership mentoring support, observations and feedback. Teachers and support staff have a close collaborative relationship with staff from other schools in the Bellinghen-Dorrigo Valley.</li><li>• Teacher Accreditation support given to Orama Public School staff and teachers in other school sectors. These staff collaborate on their processes regularly.</li></ul> <b>Transitions and continuity of Learning</b> <ul style="list-style-type: none"><li>• Orama Public School continues to enjoy a key relationship with Ngaarrilla Preschool- Thora. In term 2 and 3, we offer the all Preschool students a seamless START program to build the students' stamina at school. In term 4 we offer 5 full days of orientation to ensure they are prepared for the following year.</li><li>• Students and staff have engaged with Bellinghen High School to strengthen the transition opportunities for the year 6 students. Deeper connections and opportunities have been scheduled for 2022.</li></ul>

### School Excellence Framework

In the element of **Learning and Development** we demonstrate working towards sustaining and growing in the themes of **Collaborative practice and feedback, Coaching and mentoring** and **Expertise and innovation**.

In the element of **Learning culture** we demonstrate working towards sustaining and growing in the theme of **Transitions and continuity of learning**.

In the element of **Educational Leadership** we demonstrate working towards sustaining and growing in the theme of **Community Engagement**.

### Community Engagement

Orama Public School is fortunate to have a supportive and engaging community. Throughout 2021, the school has:

- engaged with the AECG to provide a Gumbaynggirr language program to all students.
- engaged with Bellingen Shire Council to implement the Waterwise program
- engaged with Sustainable Schools NSW to complete a number of waste audits and implement a 'Waste Free Wednesday'
- engaged with Bellingen Youth Orchestra to increase music opportunities for students.
- engaged with OzGREEN and Riverwatch for training and support through the Riverwatch program.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$23,930.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Orama 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>• staffing release for targeted professional learning</li> <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 (PLaSPs)</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The Personalised Learning and Support Plan (PLaSP) documents are now reflective of the categories of disability and level of adjustments. The information created in these documents will now impact how the National Consistent Collection Data (NCCD) collection is completed. The School Learning and Support Officers have developed strong rapport with the students and all students are supported by the School Learning and Support Officers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Further strengthening of the Personalised Learning and Support Plan (PLaSP) documents to ensure they continue to be purposeful. Professional Learning on Assistive Technologies, Personalised Learning and Support Plan (PLaSP) development and accommodations and adjustment development will continue in 2022 to ensure all our staff are building their learning and support capacity.</p>
<p>Socio-economic background</p> <p>\$10,898.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Orama 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>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support whole school administrative load.</li> <li>• additional staffing to implement support programs with identified students</li> <li>• supplementation of extra-curricular activities such as music</li> <li>• staff release to deepen the quality of teaching and learning programs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students having access to specialist teachers and tutors in specific fields. Students requiring additional Learning and Support have been supported through weekly intervention programs and procedures. Students have access to all teaching and learning opportunities in an equitable and inclusive learning environment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Creation of a Student Financial Support policy and procedures to tighten the</p>

<p>Socio-economic background</p> <p>\$10,898.00</p>	<p>processes around the financial support offered. Creation of a cost centre for Student Financial Support so these funds can be tracked.</p>
<p>Aboriginal background</p> <p>\$7,935.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Orama 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> <ul style="list-style-type: none"> <li>• Commissioned a Gumbaynggirr artist to create an unique Indigenous artwork inspired by the local environment</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> <li>• Utilize the services of the Nambucca based Aboriginal Education Consultative Group to support a Gumbaynggirr language program across the whole school.</li> <li>• Purchased Gumbaynggirr dictionaries to support the Gumbaynggirr language program.</li> <li>• Purchased transition documents and audio clips of Orama Public School based locations and buildings. Used the translation in signage that will also feature elements of the Indigenous artwork.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The activities completed has given the whole school a deeper sense of culture in the school. The PLPs continue to evolve to ensure the documents are authentic and purposeful. The artwork has been used by year 6 students to inspire their end-of-year project. The Principal has engaged in "Histories and Culture" PL and "Turning Policy into Action".</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The signage has not yet been created and this will occur in 2022. In 2022, 100% of the teaching staff will complete training in the 8 Ways cultural initiative.</p>
<p>Low level adjustment for disability</p> <p>\$29,824.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Orama 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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The school continues to work from a student based model. Student data is generated, analysed and then reflected in individual teaching and learning goals or plans for each student. The employment of additional School</p>

<p>Low level adjustment for disability</p> <p>\$29,824.00</p>	<p>Learning and Support Officers have further increased the access that students have to an adult for social, emotional or academic support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>            Deepen the School Learning and Support Officers capacity and the ability to support more students will be a focus of 2022. Streamlining the administration load of Learning and Support will also be necessary.</p>
<p>Location</p> <p>\$4,000.00</p>	<p>The location funding allocation is provided to Orama Public School to address school needs associated with remoteness and/or isolation.</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>• Strategic and Planned approach to Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Funding of extra-curricula events for students to ensure additional costs to families were kept at a minimum</li> <li>• Funding of a specialist music teacher to give high potential music students the opportunity to be exposed to ensembles.</li> <li>• Funding of additional admin support staff to ensure parents and the community had access to admin support when necessary</li> </ul> <p><b>The allocation of this funding has resulted in:</b>            Financial support to families to ensure their child had access to high-quality extra curricula activities at the school or at neighbouring schools. This included free bus travel, free sporting activities, free health and wellbeing lessons and inter-school visits that were school funded.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>            In the future, location based funding will continued to be used to support the social, emotional and academic outcomes of our students. Students will not be excluded from activities because of family financial stress.</p>
<p>Literacy and numeracy</p> <p>\$2,600.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Orama 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>• High Expectations for all learners</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>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b>            Staff given the opportunity to collaborate on their professional learning experiences and deepen their understandings. Staff learning ensured the continuation of high-quality teaching and learning experiences for students. Purchasing of Literacy and Numeracy subscriptions and resources complemented the learning experiences that teachers implemented.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>            Continued collaboration in post professional learning experiences and the implementation of other small school Professional Learning Communities (PLC).</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Orama Public</p>

<p>\$11,211.00</p>	<p>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>• High Expectations for all learners</li> <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 teacher employed to support Instructional Leader mentoring</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Teachers participating in observations and walk throughs in a coach/mentor role. The findings of these observations and subsequent meetings ensured rigorous teaching and learning experiences were further developed in the classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue the Instructional Leader project but in a four week cycle to give teachers more time to implement learning from the previous mentor meeting or observation.</p>
<p>COVID ILSP</p> <p>\$14,631.00</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><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> <li>• providing intensive small group tuition for identified students who were...</li> </ul> <p><b>The allocation of this funding has resulted in:</b> This funding has complemented the Learning and Support structures that the school already has in place.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school will be striving for consistency in the Learning and Support Program in 2022. The interruptions in 2021 meant that students were not supported in a regular and rigorous manner.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	11	13	12	15
Girls	12	15	13	19

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	84.8	89.2	81.9	86.2
1	94.6	88.2	88.1	84.7
2	90.3	85.5	83.5	86.8
3	86.7	90.5	98.9	88.9
4	73.1	92.9	87.9	93.3
5	92.1	80.2	89.7	86.1
6	75.9	91.3	62.6	93.4
All Years	84.4	89.8	86.8	89
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
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	218,297
<b>Revenue</b>	633,184
Appropriation	621,365
Sale of Goods and Services	2,007
Grants and contributions	9,731
Investment income	81
<b>Expenses</b>	-612,113
Employee related	-531,182
Operating expenses	-80,931
<b>Surplus / deficit for the year</b>	21,071
<b>Closing Balance</b>	239,368

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>	17,995
<b>Equity Total</b>	48,656
Equity - Aboriginal	7,935
Equity - Socio-economic	10,898
Equity - Language	0
Equity - Disability	29,823
<b>Base Total</b>	500,972
Base - Per Capita	6,163
Base - Location	10,238
Base - Other	484,571
<b>Other Total</b>	27,752
<b>Grand Total</b>	595,375

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

The school completed the Tell them From Me survey in two snapshots in 2021. The students were surveyed in Snapshot 1 and 2 and parents and community surveyed in Snapshot 2.

Notable feedback included:

Students shared a 7% increase in their sense of belonging at the school and an 8% reduction in their lack of confidence. This can be attributed to a 7% increase of students feeling that have an advocate at the school.

92% of parents felt they were welcome at the school and 100% of the respondents stated they would recommend the school to other parents. 87% of parents felt the school was supportive, the learning was suitable and the contact was appropriate during the learning from home experiences during 2021.

# 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.