

2021 Annual Report

Werrington County Public School



4541

Introduction

The Annual Report for 2021 is provided to the community of Werrington County Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Werrington County Public School we believe that every student should be challenged to learn and continually improve in a respectful, inclusive, high expectations environment.

Our vision is to work in partnership with our school community to empower all students to flourish and become confident, respectful and engaged learners.

School context

Werrington County Public School was established in 1982 and currently has a student enrolment of 430. Numbers increased steadily with the highest enrolment of 441 in 2018. The school has had a slight decrease in enrolments since. We have 12% students identifying as Aboriginal and 13% students identifying as EALD. The school caters for students Kindergarten to Year 6. There is the inclusion of a Special Education Unit of three classes, two being multicategorical and one autism class. The staff are committed to ensuring quality teaching and learning programs are taking place with a personal commitment to pursuing professional learning.

Our school community displays strong support for our endeavours and staff are held in high esteem within the community. Werrington County Public School has an active P&C, consisting of parents and caregivers. The school has a proud sporting history and provides opportunities for students in dance, choir, debating and public speaking at district level. Werrington County Public School supports student learning and wellbeing through a Positive Behaviour for Learning approach with expectations of students being safe, respectful learners.

Our strong school culture values student achievement and we have large attendances when celebrating our students and school successes. Many families attend the school's special events including Education Week celebrations, Grandparents Day, music and dance festivals, open days and assemblies.

The school has completed a situational analysis that has identified three areas of focus for this strategic improvement plan.

1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that there has been increased achievement in Year 3 in reading and numeracy, however further increases in achievement and expected growth in reading and numeracy are areas for explicit focus in the new school plan. The NAPLAN gap analysis indicated the area of focus to include; reading - viewing and comprehension strategies and numeracy - whole number, additive and multiplicative strategies and application of mathematical concepts. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What Works Best: 2020 Update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student assessment data to inform teaching and learning programs and embedding evidence-informed teaching strategies for every student in every classroom

2. High quality teaching

Upon analysis of teaching practices that support student learning it was evident that explicit teaching, use of data to inform practice and effective and consistent assessment practices are areas for explicit focus throughout the implementation of this plan. School focus to improve quality teaching to maintain student achievement in all curriculum areas is again underpinned by the evidence base provided by What Works Best: 2020 Update and the implementation of the Australian Professional Standards for Teachers. We will focus on developing quality summative and formative assessment tasks, responsive feedback and data collection practices and developing greater consistency of judgement within and across schools. The leadership team will develop their capacity as instructional leaders to further develop and sustain a high expectations culture of effective evidence based teaching and ongoing improvement.

3. Wellbeing and engagement

When conducting the analysis of the school wellbeing metrics it was evident that student sense of belonging is an area of ongoing focus. CESE literature identified core elements of focus that aligned to our needs. Whilst PBL was initiated a number of years ago, our reflection of progress is consistent with the literature that suggests that behaviour is only part of wellbeing and there is more work to be done that warrants inclusion of wellbeing in the new school plan. Therefore, we will have a whole school focus on activities that have been proven to work in other settings and are likely to work in ours.

These activities drawn from the evidence base can be grouped broadly into supporting student individualised learning needs, behaviour support and management and partnerships in learning.

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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Working towards Delivering

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Reading
- Numeracy

Resources allocated to this strategic direction

Literacy and numeracy: \$13,976.62

QTSS release: \$20,000.00

Socio-economic background: \$6,677.77

Professional learning: \$31,042.37

Summary of progress

Reading:

Professional Development and implementation of adjusted and improved assessment practices and tools school-wide, including:

- PM Benchmarking Kits that include pre and post reading levels, with thorough and level appropriate comprehension questions to support teacher planning.
- National Literacy Progressions based reading rubrics for all grades to support teacher on-balance judgement and next steps during guided reading sessions.
- Adjusted and audited guided reading resources

Numeracy:

Teachers worked collaboratively, in Stage groups, to complete the Mathematics Building Blocks 4 Numeracy Professional Learning. Knowledge gained from this professional learning, supported teachers in implementing effective differentiation to meet the needs of all learners, in face-to-face student learning.

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
Improvement in the percentage of students achieving in the top 2 bands to be close to the school's lower bound system-negotiated target in reading of 31.8%	32.79% of students achieved in the top two bands in NAPLAN in reading.
Improvement in the percentage of students achieving in the top 2 bands to be close to the school's lower bound system-negotiated target in numeracy of 23.2%.	22.13% of students achieved in the top two NAPLAN Bands for Numeracy.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be moving towards	Students achieving expected growth in reading is 65.96%. 3% above target.

the school's lower bound system-negotiated target of 62.9%	
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be moving towards the school's lower bound system-negotiated target of 57.1%	53.19% of students achieved expected growth in Numeracy.
A range of evidence supports the schools assessment/validation in the themes of data literacy and explicit teaching to be moving towards sustaining and growing.	Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the element of data skills and use and effective classroom practice.

Strategic Direction 2: High quality teaching

Purpose

Students are provided with quality learning opportunities that are founded upon evidence. Teachers take shared responsibility for student improvement and contribute to a high expectations learning culture.

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.

- Assessment
- Effective classroom practice

Resources allocated to this strategic direction

QTSS release: \$71,151.93

Beginning teacher support: \$4,485.00

Summary of progress

Effective Classroom Practice

Data talks:

Teachers were timetabled by grade, to be released from face-to-face learning once a term to engage in data analysis and professional dialogue. Staff, led by APs, interrogated data from a range of sources, including internal assessments such as PM Benchmarking and PAT Reading results, and compared this with external data including NAPLAN and Check-In data. Providing time for teachers to focus on data analysis allowed them to collaboratively consider and plan for teaching and learning strategies that would improve student outcomes. Due to staffing shortages and COVID disruptions, data talks were not sustained throughout the year.

AP Instructional Leadership:

Funds were used to provide Assistant Principals (APs) with 2 hours a week of instructional leadership time. APs used stage goals to target a specific area of improvement, using the 2 hours to observe teaching practice or demonstrate quality lessons.

Due to staffing shortages and COVID disruptions, the instructional leadership model was inconsistent through semester 1 and was collapsed during Learning from Home and Term 4.

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
A range of evidence validates judgement towards sustaining and growing for effective classroom practice in lesson planning and feedback.	Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the element of effective classroom practice.
A range of evidence validates judgement towards sustaining and growing for assessment in whole school monitoring of student learning.	Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the element of assessment.
A range of evidence validates judgement towards sustaining and growing learning and development in collaborative practice and feedback.	Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the element of effective classroom practice. and delivering in the element of learning and development.

Strategic Direction 3: Wellbeing and Engagement

Purpose

In order to maximise student learning there is a strategic and planned approach to whole school wellbeing processes that supports the wellbeing and engagement of all students, staff and the community so they can connect, succeed, thrive and learn.

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.

- Targeted learning and support
- Attendance

Resources allocated to this strategic direction

Integration funding support: \$70,310.00

Aboriginal background: \$48,192.85

English language proficiency: \$57,912.94

Low level adjustment for disability: \$205,712.88

Literacy and numeracy: \$13,976.62

Literacy and numeracy intervention: \$47,089.56

Per capita: \$110,970.97

Socio-economic background: \$161,346.00

School support allocation (principal support): \$23,777.15

Summary of progress

Designated Deputy Principal off-class role to support student wellbeing and welfare. In addition, AP time allocated to coordinating Learning and Support efforts in Term 4.

Employed Dalmarri to design and build an Aboriginal garden which was completed in consultation with ATSI students and involved all students and staff.

Learning and Support resources and staffing supported targeted interventions that supported moving students up from middle bands (external data assisted in forming target groups). EALD students were provided with small group and 1 to 1 intervention which was aligned with the EALD scales and IEP goals.

Attendance initiatives adjusted to accommodate Learning from Home due to COVID ILSP. Students and families provided with a range of attendance options including registering attendance on Google classroom and weekly check-in phone calls from teachers.

Individualised support, particularly through the employment of additional SLSOs, aligned with IEP's to support student academic, social, emotional and behavioural needs.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Tell Them From Me Wellbeing data (advocacy, belonging, expectations) improves to be at or above 90.2%	Student wellbeing data for 2021 is 88.7%.
Increased percentage of students attending school more than 90% of the time to be moving toward 77.6%.	90% of students had a total school % of attendance of 72.06%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$70,310.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Werrington County 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"> • Targeted learning and support <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Individualised learning and support for students requiring high level academic, social, emotional and behavioural support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Annual reviews to be conducted at the commencement of 2022 in partnership with staff, parents and external stakeholders.</p>
<p>Socio-economic background</p> <p>\$280,141.77</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Werrington County 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"> • Reading • Targeted learning and support • Attendance • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • employment of additional staff, Deputy Principal and classroom teacher, to support implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Opportunities for staff to collaborate and discuss the needs of our students based on current data. This raised staff awareness and the importance of data monitoring across the school. The Deputy Principal coordinated Learning Support and Behaviour management and a range of wellbeing programs. An additional class was formed to target focussed teaching and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: To develop and implement a sustainable approach to regular analysis of data through the introduction of the Assistant Principal Curriculum and Instruction position.</p>
<p>Aboriginal background</p> <p>\$48,192.85</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Werrington County 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</p>

<p>Aboriginal background</p> <p>\$48,192.85</p>	<p>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"> • Targeted learning and support <p>Overview of activities partially or fully funded with this equity loading include:</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 <p>The allocation of this funding has resulted in: Evaluation of PLP processes, planning for implementation in 2022. Literacy and numeracy support provided to Aboriginal student to align with existing PLP's and support individualised learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Implement changes to the school's PLP process and investigate ways to richly incorporate Aboriginal culture across the school.</p>
<p>English language proficiency</p> <p>\$57,912.94</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Werrington County 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"> • Targeted learning and support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Students receiving targeted support from an EALD teacher in small groups. This initiative was impacted due to staffing shortages and Learning from Home.</p> <p>After evaluation, the next steps to support our students with this funding will be: Improve teachers understanding of the EALD progressions and ways to support the needs of EALD learners in the classroom.</p>
<p>Low level adjustment for disability</p> <p>\$205,712.88</p>	<p>Low level adjustment for disability equity loading provides support for students at Werrington County 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"> • Targeted learning and support <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 • providing support for targeted students within the classroom through the

<p>Low level adjustment for disability</p> <p>\$205,712.88</p>	<p>employment of School Learning and Support Officers</p> <ul style="list-style-type: none"> targeted students are provided with an evidence-based intervention (Mini Lit) to increase learning outcomes <p>The allocation of this funding has resulted in: All students identified on NCCD have IEP's developed and are aligning with in class supports to assist individualised learning and support needs providing targeted support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Establishment of AP Learning and Support/ Wellbeing in 2022 to support staffing professional learning and teaching and learning targeted to individualised student learning needs.</p>
<p>Literacy and numeracy</p> <p>\$27,953.24</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Werrington County 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"> Reading Targeted learning and support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> online program subscriptions to support literacy and numeracy literacy and numeracy programs and resources, to support teaching, learning and assessment targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Improvement in programming of reading from 2020 -2021 100% of mainstream students have been assessed using PM Benchmarking kits</p> <p>After evaluation, the next steps to support our students with this funding will be: Feedback to evaluate and refine systems. Further professional learning to support sustainable use of tools and inform teaching practice.</p>
<p>QTSS release</p> <p>\$91,151.93</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Werrington County 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"> Reading Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> additional staffing to support staff collaboration in the implementation of high-quality curriculum assistant principals provided with additional release time to support classroom programs additional teaching staff to implement quality teaching initiatives 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: Data talks to facilitate teacher professional learning and utilisation of data to inform teaching and learning of literacy and numeracy. Instructional leadership of AP's has supported implementation of reading assessments schoolwide and supported numeracy teaching in K-2.</p>

<p>QTSS release</p> <p>\$91,151.93</p>	<p>After evaluation, the next steps to support our students with this funding will be: Revisit and refine process in 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Werrington County 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"> • Targeted learning and support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: In the later part of 2021, Kindergarten teacher released to support additional literacy learning of K-2 and individualised learning and support post Covid lockdown.</p> <p>After evaluation, the next steps to support our students with this funding will be: AP Learning and Support/Wellbeing 2022 to support professional learning for K-2 alongside APC&I allocation.</p>
<p>COVID ILSP</p> <p>\$217,316.24</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - reading • employing staff to provide online tuition to student groups in literacy/numeracy - reading • providing targeted, explicit instruction for student groups in literacy/numeracy - early arithmetic strategies <p>The allocation of this funding has resulted in: Definite signs of progress for all students that took part in ILSP literacy and numeracy 2021. ILSP teachers noticed an increase in students outcomes based on the data collected and students confidence when applying strategies taught improved.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue COVID ILSP in 2022, complete early assessments to identify students and initiatives required.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	222	235	229	215
Girls	222	223	212	208

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.1	93	89.5	94.8
1	92.2	92.6	89.8	93
2	93.6	92.9	88.4	93.1
3	92	93.8	90.2	91.6
4	93	91.9	88.6	91.4
5	92.8	92.7	87.7	92.3
6	91.7	91.8	89	90.6
All Years	92.6	92.6	89	92.2
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)	5
Classroom Teacher(s)	16.48
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.22

*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	703,500
Revenue	4,977,160
Appropriation	4,858,352
Sale of Goods and Services	17,667
Grants and contributions	100,663
Investment income	478
Expenses	-5,239,976
Employee related	-4,443,879
Operating expenses	-796,098
Surplus / deficit for the year	-262,816
Closing Balance	440,684

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	45,414
Equity Total	591,960
Equity - Aboriginal	48,193
Equity - Socio-economic	280,142
Equity - Language	57,913
Equity - Disability	205,713
Base Total	3,560,745
Base - Per Capita	113,166
Base - Location	0
Base - Other	3,447,579
Other Total	368,619
Grand Total	4,566,738

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

The school community participated in the Tell Them from Me Survey focusing on student engagement and partnerships in learning.

Student Satisfaction

Year 4 to 6 students participated in the Tell Them from Me surveys on two occasions throughout the year.

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation, our results indicate that 71% of our students have a positive sense of belonging at school, this is less than the state norm of 81%. The learning from home period in Term 3 and 4 may have had a negative impact on these results. However 82% of our students indicated they have positive relationships, this is only 3% lower than the state norm.

Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. 94% of our students value schooling outcomes, compared to the state norm of 96% and 91% of students have positive behaviour at school, this is significantly above the state norm of 83%.

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation. 87% of students believe the teachers provide quality instruction compared to the state norm of 86%.

Parent Satisfaction

Parents were invited to participate in the Tell Them From Me - Partners in Learning Survey.

Parents indicated that they feel welcome at the school, this increased by 0.3 in 2021. Our school is now just above the state norm. There was no change in our parents supporting learning at home score between 2020 and 2021, this may have been due to the learning from home period in both years. Parents noted an increase in the school supporting learning. This increased from 6.7 in 2020 to 6.9 in 2021, our school is closing the gap to the state norm of 7.3 in this area. There was a noticeable increase in parents opinions about the inclusiveness of our school, our school score is now 7.1 which is above the state norm of 6.7.

Staff Satisfaction

The Tell Them From Me - Focus on Learning teacher survey was a self-evaluation tool for teachers, focusing on classroom and school practices.

100% of our staff agree or strongly agree that our school is a welcoming and culturally safe place for all of our students. Our greatest increase noted by teachers was in the area of technology, moving from 6.7 to 7.4, which is 0.7 above the state norm of 7.4. In all other areas surveyed there was no notable improvements.

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.