

2021 Annual Report

Orana Heights Public School



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Introduction

The Annual Report for 2021 is provided to the community of Orana Heights 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

Orana Heights Public School is a safe, respectful and inclusive environment that builds a foundation for life-long learning enabling students to reach their full potential while becoming confident global citizens.

School context

Orana Heights Public School is situated in east Dubbo. The school has an enrolment of 700 students, including 29% Aboriginal students. The school is committed to promoting quality education in an innovative environment through an effective and responsive curriculum that encourages community involvement. It is a Positive Behaviour for Learning school which focuses on the values of respect, responsibility and safety. Staff members have high expectations for all students across all aspects of schooling. Orana Heights Public School is an inclusive environment, catering for a range of individual student learning needs.

Students are able to experience a wide range of extra-curricular activities across the school. These are organised by various staff to cater for individual interests such as a variety of sports, both team and individual pursuits, debating, public speaking, spelling competitions, other competitions run by outside agencies, Science and Engineering challenge, cultural activities and access to the local Dubbo Eisteddfod.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation and feedback from students, parents, local AECG, P&C and disability group representatives. Through our situational analysis, School Excellence Framework (SEF) and External Evaluation (EV) we have identified that data driven practices are an area for future focus. Embedding relevant data into the teaching and learning cycle and planning to cater for the individual needs of students through differentiation has been identified as an area for the Strategic Improvement Plan moving forward.

Teaching strategies will be a focus in relation to teaching and learning needs of both staff and students. Through professional learning for staff, the impact of student learning will be monitored and regularly evaluated. Teachers will develop further skills in explicit teaching techniques such as questioning and assessing to identify learning needs, with the highest priority given to evidence-based teaching strategies.

Students will be consistently and constantly challenged through the implementation of strategies that have high expectations and are supported through appropriate curriculum differentiation. These expectations will be delivered through the lens that every minute of every lesson is important and valued.

Opportunities for engagement with the community and family participation in school events will be planned to foster authentic partnerships. These partnerships will extend to other schools, outside agencies and departmental representation. To enhance effectiveness, communication platforms will be considered and reviewed, to take action in response to findings with the school's community.

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

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
- Data Driven Practices

Resources allocated to this strategic direction

Professional learning: \$32,231.13

Socio-economic background: \$7,826.16

Aboriginal background: \$44,417.54

Summary of progress

Our focus for 2021 was on the use of explicit teaching practices to improve student reading skills. Focusing on high impact professional learning, stages were guided through the process of developing consistent evidence-informed assessment practices and the implementation of explicit phonics-based reading programs.

Inter-stage meeting groups were established to support the implementation of these programs and to ensure student learning was at the forefront of all practices and that these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Student learning outcomes have been tracked through the collection and analysis of assessment data have shown improvement across the board. This has been shared with all stakeholders.

Next year in this initiative we will continue to build staff capacity to collect and analyse assessment data and work with staff to establish intervention programs targeted at student need. This will support further improvement in explicit teaching practice across the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated target baseline of 20.9%.	17.92% of students achieved top 2 bands in NAPLAN numeracy 2021.
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated target baseline of 35.4%.	24.43% of students achieved top 2 bands in NAPLAN reading 2021.
Increase the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN numeracy to be above the system-negotiated target baseline of 40.5%.	31.25% of Aboriginal students achieved in the top 3 bands of NAPLAN numeracy in 2021.
Increase the percentage of Aboriginal	40.63% of Aboriginal students achieved in the top 3 bands of NAPLAN

students achieving in the top 3 bands of NAPLAN reading to be above the system-negotiated target baseline of 50.1%.	reading in 2021.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated target baseline of 50.3%.	40.79% of students achieved expected growth in NAPLAN numeracy in 2021.
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system-negotiated target baseline of 56.8%.	53.09% of students achieved expected growth in NAPLAN reading in 2021.
At least 70% of students completing Kindergarten will have achieved within the green level of the InitialLit cumulative review.	55% of students achieved in the green level of the InitialLit-F cumulative review.
At least 70% of students completing Stage 1 will have achieved within the green level of the InitialLit cumulative review.	<p>48% of students achieved in the green level of the InitialLit-F cumulative review.</p> <p>42% of students achieved in the green level of the InitialLit-1 cumulative review.</p> <p>46% of students achieved in the green level of the InitialLit-2 cumulative review.</p>

Strategic Direction 2: High expectations

Purpose

The school culture is strongly focused on learning with strategies for students that are both challenging and supportive of student learning needs through curriculum differentiation. High expectations will drive educational aspirations.

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.

- Curriculum differentiation
- High expectations culture

Resources allocated to this strategic direction

Literacy and numeracy: \$1,067.78

Aboriginal background: \$58,829.47

Summary of progress

Our focus for 2021 was on the establishment of high expectations through clear and consistent expectations for learning and behaviour. Focusing on high impact professional learning, staff were guided in the development of effective classroom management strategies that promote student responsibility for learning.

As a part of the Positive Behaviour for Learning and Advancement via Individual Determination (AVID) programs staff were surveyed and determined the following focuses: school-wide expectations, classroom procedures and routines and classroom systems. Following whole staff professional learning, stage teams supported the implementation of refined management systems ensuring student learning was at the forefront of all practices and that these practices targeted student need. Teachers used Sentral data to plan and embed quality routines and procedures into their everyday teaching. Outcomes tracked through the collection and analysis of on-task and behaviour data have shown improvement. This has been shared with all stakeholders.

Next year in this initiative we will continue to build staff capacity to implement classroom practices in line with the high expectations element of the School Excellence framework. Staff will continue to be upskilled in Positive Behaviour for Learning and AVID. This will support further improvement in effective classroom practice and learning culture.

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
Design and implement whole school assessment strategies in classrooms and other learning environments, providing high levels of support for student success.	Delays in implementing initiatives in Terms 3 and 4 have required this work to be postponed to 2022. To date self-assessment against the School Excellence Framework shows the element of assessment to be delivering.
School self-assessment of the 'Learning Culture' element of the School Excellence Framework indicates improvement from Delivering to Sustaining and Growing.	Delays in implementing initiatives in Terms 3 and 4 have required this work to be postponed to 2022. To date self-assessment against the School Excellence Framework shows the element of learning culture to be delivering.
Ensure classroom management strategies and recording of negative incidents is consistent to establish a baseline for improvement.	To date assessment against the School Excellence framework shows the element of high expectations to be sustaining and growing.
Increase the percentage of students attending > 90% of the time by 4%.	The number of students attending greater than 90% of the time or more has decreased by 6%.

(Baseline of 78%.)

Strategic Direction 3: Partnerships

Purpose

In order to maximise student learning outcomes, we will continue to develop and foster strong and authentic partnerships within and across the wider school community, ensuring everyone feels valued.

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.

- Transition
- Parent Engagement
- Community Involvement

Resources allocated to this strategic direction

Aboriginal background: \$8,088.90

Socio-economic background: \$10,200.00

Summary of progress

Our focus for 2021 was on the establishment of strong transitions to support student access to education and parent engagement in their child's learning. A range of strategies were trialled to strengthen the school's connections with families in our local zone. These strategies focused on creating a welcoming environment and providing opportunities for parents and potential students to become familiar with the school. The school's enrolment process was refined with updated parent information, a playgroup was established, and a range of media opportunities were undertaken to support and enhance transition processes.

Community consultation was undertaken to determine preferred contact and engagement methods for parents. This consultation overwhelmingly supported the continued implementation of Class Dojo which allows for individual, class and whole school messages to be sent to parents.

Next year in this initiative will continue to focus on these areas as well as increased engagement of community organisations in line with the community involvement element of the School Excellence Framework.

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
Whole school strategies are designed and implemented to support successful student transition.	To date self-assessment against the School Excellence Framework shows the element of transition to be sustaining and growing.
Provide opportunity for parents/carers to engage with the school once per semester.	To date self-assessment against the School Excellence Framework shows the element of parent engagement to be delivering.
Provide opportunities for students to engage with community organisations and/or activities once per semester.	Delays in implementing initiatives in Terms 3 and 4 have required this work to be postponed to 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$694,292.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Orana Heights 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"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. Eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to source casual teachers and to provide teachers with release to regularly update PLSPs and increase their responsiveness to student learning needs. There would also be release for staff to participate in professional learning to increase their understanding of the support needs of students they are catering for.</p>
<p>Socio-economic background</p> <p>\$364,210.16</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Orana Heights 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"> • Community Involvement • Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 employment of School Learning and Support Officers • employment of speech pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • targeted students are provided with an evidence-based intervention MultiLit to increase learning outcomes <p>The allocation of this funding has resulted in: an increase in students achieving at or above expected growth in school-based literacy and language assessments. The school implemented a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained staff.</p>

<p>Aboriginal background</p> <p>\$432,996.91</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Orana Heights 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"> • Data Driven Practices • High expectations culture • Transition • Parent Engagement • Explicit Teaching • Other funded activities <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 • employment of specialist additional staff to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • creation of a outdoor school yarning circle in consultation with community and staff using local business. <p>The allocation of this funding has resulted in: an increase in Aboriginal student attendance through the Spot On Attendance Program. Tell Them From Me survey data indicated 70% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: engaging staff to support the delivery of differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$54,789.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Orana Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of specialist additional staff (teacher) to individually support both New Arrivals Program and English as an Additional language or dialect (EAL/D Beginning and Emerging phase) learners. <p>The allocation of this funding has resulted in: EAL/D students that are more confident and prepared to take risks with their language use as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: to support teachers to develop their confidence and capacity to differentiate units of work to reflect the needs of EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$260,634.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Orana Heights 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</p>

<p>Low level adjustment for disability</p> <p>\$260,634.00</p>	<p>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 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 employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: 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>Location</p> <p>\$2,000.00</p>	<p>The location funding allocation is provided to Orana Heights Public School to address school needs associated with remoteness and/or isolation.</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 operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in: Increased opportunity for students to access equity to attend excursions.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support every student to attend excursions.</p>
<p>Professional learning</p> <p>\$53,506.13</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Orana Heights 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"> • Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging specialist staff to deliver professional learning in Advancement via Individual Determination strategies. • engaging specialist staff to deliver professional learning in evidence-based reading strategies. • engaging specialist staff to deliver professional learning to School Learning Support Officers in best-practice strategies to support students. <p>The allocation of this funding has resulted in: increased capacity of all staff to embed best-practice evidence-based reading and organisational strategies when working with students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to support staff participation in ongoing best practice evidence based professional learning to continue skills development.</p>

<p>School support allocation (principal support)</p> <p>\$25,000.00</p>	<p>School support allocation funding is provided to support the principal at Orana Heights Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employed an extra School Administration Officer days to assist with administrative tasks for the school. <p>The allocation of this funding has resulted in: the streamlining of some financial processes and the provision of methods to allocate class resources and stock take current materials.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to train an additional staff member in the role of School Administration Officer/relieving School Administration Manager for future efficiency in areas of finance and administration tasks.</p>
<p>Literacy and numeracy</p> <p>\$28,233.73</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Orana Heights 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"> • Curriculum differentiation • Other funded activities <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 • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: the implementation of consistent scope and sequences to support the teaching, learning and assessment of literacy and numeracy. an increase of students participating in homework tasks through online subscriptions.</p> <p>After evaluation, the next steps to support our students with this funding will be: to provide staff training and support in evidenced-based numeracy programs in line with the new syllabus.</p>
<p>QTSS release</p> <p>\$134,541.60</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Orana Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice. Assistant Principals model,</p>

<p>QTSS release</p> <p>\$134,541.60</p>	<p>team teach and co-plan lessons to set high expectations in all classrooms and demonstrate best practice evidence based teaching strategies. SLSOs are supported to deliver high impact interventions.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide Assistant Principals, as leaders of the school, to lead improvement in areas where teachers need support.</p>
<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Orana Heights 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"> • Other funded activities <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 outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in: differentiated teaching through ongoing formative assessment followed by targeted literacy programs for identified students in Stage 1 performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: to engage additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$305,215.56</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/monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy/numeracy. <p>The allocation of this funding has resulted in: The majority of the students in the program achieving progress towards their personal learning goals 72% of students in K-2 made significant progress on internal school-based assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

<p>Per capita</p> <p>\$90,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Orana Heights Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • To purchase resources to provide general stock, KLA resources and to replace equipment to ensure we meet the needs of every child and class setting. <p>The allocation of this funding has resulted in: maintaining current required resources, and the purchase of new resources, to increase student engagement and support the delivery of quality programs for all stages.</p> <p>After evaluation, the next steps to support our students with this funding will be: to ensure the maintenance of current resources and the purchase of new resources are used to support the implementation of high impact teaching programs.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	318	352	344	329
Girls	319	346	339	330

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.3	94.2	87.9	93.9
1	94	93.3	86.7	92.4
2	94.1	93.2	87.2	93.3
3	94.1	93.3	82.5	91.7
4	93.2	93.6	81.5	92.7
5	93.7	93.8	89.3	91.2
6	93.2	93.4	89	90.3
All Years	93.8	93.6	86.3	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
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	30.28
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	8.76

*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	3,373,860
Revenue	9,038,009
Appropriation	8,885,688
Sale of Goods and Services	6,294
Grants and contributions	143,716
Investment income	1,411
Other revenue	900
Expenses	-9,302,751
Employee related	-7,735,734
Operating expenses	-1,567,017
Surplus / deficit for the year	-264,742
Closing Balance	3,109,118

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	694,292
Equity Total	1,160,434
Equity - Aboriginal	480,785
Equity - Socio-economic	364,226
Equity - Language	54,789
Equity - Disability	260,634
Base Total	5,670,207
Base - Per Capita	174,519
Base - Location	3,236
Base - Other	5,492,451
Other Total	753,790
Grand Total	8,278,723

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 People Matter Employee Survey is a form of data that can be evaluated to map satisfaction for teachers and other staff associated with the school.

There was an increase in staff responses from 36 staff completing the survey in 2020 to 60 responses in school in 2021. This was a much higher return than across the network as the school had 54%, compared to 38% in the network.

Areas worth noting include:

- Manager communication has risen in the past two years; 66% to 77% to in 2021 81%.
- Job satisfaction increased from 70% to 80% whilst there was no change to those feeling they have a strong personal attachment to their organisation staying stable at 61%.
- Staff reported that 53% have the time they need to do their job well.
- In reporting on technology, there was increase from 54% to 81% stating they had the resources to do their jobs well both at school and at home.
- 97% of staff once again reported that they knew there was someone in the workplace who cared for them.
- 85% of staff reported that they feel there is a good team spirit in their work groups. This was up from 71% last year.
- There was an increase from 49% to 63% of staff that would recommend their organisation as a great place to work.

Like 2020, parent and community involvement with the school on site was limited due to circumstances beyond the school's control. Systems devised in 2020 to continue communication and connections with families proved to be beneficial and appreciated by all parties. Important events had a virtual presence or limited audiences. The Kindergarten orientation was very well received in its modified form as the new school starters were able to see their teachers for the coming year and this focus was appreciated by the parents and carers.

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.