

2021 Annual Report

Ellison Public School



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Introduction

The Annual Report for 2021 is provided to the community of Ellison 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 Ellison Public School we strive to develop a positive educational culture that enables all students to become co-operative, achieving, responsible, engaged (CARE) and resilient learners.

This will be supported by strong community engagement, high expectations and data-driven, evidence-based practices.

School context

Ellison Public School is a P2 primary school of 308 students (3% Aboriginal & Torres Strait Islander students) situated between the villages of Springwood and Winmalee in the Blue Mountains of NSW. The school was opened in 1986 and quickly established its strong reputation within the community and beyond.

Ellison has a consistently sound academic standard with Ellison students regularly performing at State average in most areas of the annual NAPLAN testing.

Ellison has a strong tradition of excellence in the performing arts and sport. The dedication, enthusiasm and talent of students and their teachers is evident throughout the school. Opportunities to develop skills across the stages are supported through band, violin, recorder, ukulele, dance, choir and public speaking. In sport, students have many opportunities to represent the school in a range of sports such as swimming, athletics, cross country, netball, soccer, touch football and cricket. Ellison Public School and nine other local public schools also combined to develop and host the third 'Film By The Eucalypts' short film festival in 2020 and this initiative has become part of the school culture.

Student welfare is central to all aspects of school activity at Ellison. Ellison is a (Positive Behaviour for Learning) PBL school and students learn and understand their rights and responsibilities, and are engaged in a variety of programs which aim to improve student welfare and wellbeing.

The school is well supported by an active Parents and Citizens Association, which meets monthly. Members of the P&C represent the parent body on committees and panels for advertised positions, working closely with staff in a range of activities.

The school is a proud member of the Mid Mountains Learning Community, working closely with neighbouring schools to enhance opportunity and outcomes for student bodies that are in many ways similar. This plan was developed collaboratively with the learning community, as have many other beneficial activities. The Community of six schools has developed and will participate in the Mid Mountains Mathematical Comprehension project to further enhance the quality of teaching and learning in numeracy with a focus on mathematical comprehension and vocabulary and to develop stronger partnerships and collaboration.

Through our situational analysis, we have identified a need to use data driven, quality teaching practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Additionally we seek to improve K-2 Growth from Working Towards Delivering to Sustaining and Growing. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools. School services will be utilised to build understanding on how to do this successfully and the instructional leader will lead much of this work in the school. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures are put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success. The school will regularly solicit and address feedback on school performance from students, staff, parents and the broader school community and encourage higher parent expectations regarding academic achievement.

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	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Working towards Delivering
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

At Ellison Public School, to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine quality teaching practices that are responsive to the learning needs of 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.

- Mathematics
- Literacy

Resources allocated to this strategic direction

QTSS release: \$36,140.00

Literacy and numeracy: \$7,630.11

Socio-economic background: \$14,500.00

Integration funding support: \$245,086.00

Low level adjustment for disability: \$29,304.00

Aboriginal background: \$3,783.69

Professional learning: \$6,800.00

Literacy and numeracy intervention: \$35,317.00

Summary of progress

In 2021, the school reformed its approach to literacy instruction in K - 2 through embedding InitialLit . The school has successfully embedded an evidence informed consistent approach to literacy instruction in K - 2. The initialLit program is a reading program that incorporates a synthetic approach to the teaching of phonics alongside a rich literature and vocabulary component. All K - 2 classes now have a thorough and consistent approach to instruction in reading, spelling and writing.

In 2022, the school will introduce Sound Waves program for 3 - 6 and look to embed a consistent approach to explicit reading instruction 3 - 6.

In 2021, the school was involved in the Mid-Mountains project. This project placed a strong focus on mathematical comprehension in 2021, and will continue to do so in the future.. All staff from the 6 Mid-Mountains schools came together to participate in professional learning conducted by the State Mathematics team. Staff across the 6 schools also collaborated with each other in the area of effective assessments and mathematical strategies. This professional learning has a positive impact on student learning and teacher practice. Team members will meet in early Term 1 2022 to break down the Check In assessment data for our school and establish professional learning communities where targeted professional learning can be delivered. This work was interrupted by the COVID learning from home period.

In 2022, the Mid-Mountains project will focus on developing a concise understanding of mathematical comprehension as it applies to students and teachers.

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 29.75%	In 2019 the school had 25.29% of students achieve in the top 2 bands NAPLAN numeracy. 2021 saw significant positive growth in this domain, with 35.21% of students achieving in the top 2 bands NAPLAN numeracy. In 2021, The baseline target was exceeded by 5.46%.
Increase the percentage of students achieving expected growth in NAPLAN	In 2021, 61.11% of students achieved expected growth NAPLAN numeracy. This saw growth of 12.46% from 2019 data where 48.65% of students

numeracy to be above the system negotiated target baseline of 55.75%	achieved expected growth NAPLAN numeracy.
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system negotiated target baseline of 54.63%	In 2021, 52.7% of students achieved in the top two bands of NAPLAN reading. This has demonstrated slight growth from 2019, in which 50.0% of students achieved in the top 2 bands reading.
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated target baseline of 64.55%	In 2019, 54.05% of students achieved expected growth NAPLAN reading. This area showed a distinct drop off in 2021 achieving only 48.72%. This is an area for focus for 2022 as results need to trend upward.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be at the schools lower bound system-negotiated target.	2021 NAPLAN data indicates that in both reading and numeracy Aboriginal student data is trending upwards for Year 3. The same trend is occurring for Year 5 numeracy, though Year 5 reading has presented downward trending data. This will be a focus for 2022 Aboriginal Students.

Strategic Direction 2: Data-driven Teaching and Learning

Purpose

At Ellison Public school, to gather, use and analyse data to inform collective decisions about teaching and learning ,all teachers will have a sound understanding of student assessment and data concepts and collaboratively use this to inform planning, identify interventions and modify teaching practice. Student learning goals will be developed based on internal and external student progress and achievement data.

Initiatives

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

- Data to inform teaching and learning
- Data Skills and Use

Resources allocated to this strategic direction

Professional learning: \$14,200.00

Literacy and numeracy: \$1,100.00

QTSS release: \$21,600.00

Socio-economic background: \$5,400.00

Summary of progress

In 2021, the school engaged in two significant cross network projects to build our capacity in using data to inform teaching and learning. Two project teams undertook action research through the Leading Evaluation Evidence and Data (LEED) Project and the Data Walls project to build staff capacity in effective assessment strategies, case management approaches to support student learning and build staff collective efficacy.

In 2022, there will be a sustained focus on embedding effective formative assessment practices to support explicit instruction and quality differentiation in reading.

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
100% of teaching staff use data to inform one aspect of numeracy teaching and learning programs	NAPLAN data has been analysed and TPL has been given to staff at the end of term 3. After the commencement of face to face teaching term 4, PAT and Check in numeracy data was gathered and deeply analysed, questions that students received 50% or below in were linked to the outcomes and learning progressions and delivered to staff to guide future lessons. Staff were given time to analyse the data and this was used when grouping and planning for teaching and class make ups in 2022. The school's Instructional leader mathematics analysed NAPLAN questions, linked those to the Learning Progressions to add to this analysis.
School self-assessment of the theme "Data Literacy" indicates improvement from working towards Delivering to Sustaining and Growing	The planned work around data literacy, encompassing professional learning and collaborative planning could not go ahead due to restrictions around COVID. Due to a leadership change at the end of 2021, in 2022, staff will participate in reflective practices and reassess where the school sits in relation to Data Literacy against the School Excellence Framework. Staff will undergo professional learning related to data driven practices to impact student growth, evidence-based practices and the collection of teaching and learning evidence to measure impact.
School self-assessment of the themes "Data use in planning" and "Data	The planned work around data use in planning and data analysis, encompassing professional learning and collaborative planning could not go

<p>analysis", in the Teaching domain, indicates improvement from Delivering to Sustaining and Growing.</p>	<p>ahead due to restrictions around COVID.</p> <p>Due to a leadership change at the end of 2021, in 2022, staff will participate in reflective practices and reassess where the school sits in relation to data use in planning and data analysis against the School Excellence Framework. Staff will undergo professional learning related to data driven practices to impact student growth, evidence-based practices and the collection of teaching and learning evidence to measure impact.</p>
<p>100% of teaching staff use effective data analysis practices to inform teaching and learning programs, resulting in differentiated and targeted teaching to meet student needs in reading.</p>	<p>40% of staff have indicated that they feel confident to use data driven practices to drive teaching and learning. Due to COVID restrictions in 2021, staff were unable to meet face to face to participate in professional learning linked to data driven practices. This will become a focus for the 2022 school year.</p>

Strategic Direction 3: Engagement and Wellbeing of Whole School Community

Purpose

At Ellison Public School we will develop within the whole school community, aspirational expectations of learning progress and achievement. Evidence-based practices will result in measurable improvements in wellbeing and engagement to support learning. Positive, respectful relationships among students, staff and parents will promote wellbeing to ensure optimum conditions for student learning across the school.

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.

- Attendance
- Wellbeing and Engagement

Resources allocated to this strategic direction

School support allocation (principal support): \$950.00

: \$1,000.00

Professional learning: \$400.00

Summary of progress

In 2021, the school engaged in a number of professional learning initiatives to improve staff knowledge and understanding of well being strategies. All staff engaged in one or more of the following high impact professional learning programs, including Beyou, Rock and Water and Zones of regulation. Although COVID learning from home presented challenges in implementing all aspects of the professional learning, the school has embarked on strategies to support students wellbeing through the Zones of Regulation program.

In 2022, the school will prioritise a focus on building our school communities capacity to develop student sense of belonging.

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 minimum of 88% of students attending school 90% of the time or more. (System-negotiated target)	We have 81.7% of students attending school 90% of the time or more, which is below our target of 88%. When looking at trend data throughout the state and our immediate network, 62.7% State and 70.7% Network attendance, Ellison's attendance rate is high. We will maintain attendance as a focus for 2022, where a continuity of attendance can be maintained and tracked.
A minimum of 35% of students have at least one parent attending Parent / Teacher Interviews. (School-negotiated target)	Parent/teacher interviews were held in Semester 1 and 39% of students had at least one parent attending, exceeding our 35% target. The school will look to alter the target for 2022 to match the growth in this area.
A minimum of 70% of teaching staff feel supported by Executive. (School-negotiated target)	Teacher Survey regarding staff feeling towards being supported by executive has been created and agreed upon by executive staff and has been administered to staff late term 4. These results will be analysed and given to the executive by the end of the year 2021.
A minimum of 40% of teaching staff report an improved understanding of wellbeing and their role in supporting mentally healthy communities. (School-negotiated target)	Based on the staff Tell Them from me data, 41% of teaching staff report an improved understanding of wellbeing and their role in supporting mentally healthy communities. This is above our school target and the 2022 target

<p>A minimum of 63% of students report a sense of belonging at Ellison Public School. (School-negotiated target)</p>	<p>65.83% of students report a sense of belonging at Ellison Public School. This is above target so progress in this area is trending in the right direction toward our 2024 target. This is a great result considering the disruption to normal learning that occurred during the second semester 2021.</p>
<p>A minimum of 50% of parents and community report increased satisfaction with the school and an understanding that family / school partnerships are essential to wellbeing and improved student outcomes. (School-negotiated target)</p>	<p>Community Engagement Survey regarding community satisfaction has been created and agreed upon by executive staff and has been administered to staff late term 4. This survey also asks for feedback on aspects that the school does well in and aspects that parents and community believe is something that the school can improve on. This was designed to guide future interactions and school direction around engagement in 2022. These results will be analysed and given to the executive by the end of the year 2021.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$245,086.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ellison 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"> • Literacy <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 targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>The IFS funding has enabled direct SLSO support for students to implement individualised and differentiated learning plans. Further the funds support the implementation of specific programs for the students, which take the form of social, academic and behavioural programs. It has enabled structure play support in the playground. Funds have been used to provide support for teachers to develop and implement IEP's.</p> <p>Students who receive IFS also have additional supervision when attending outside of school activities eg. excursions, carnivals etc.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue to deliver high quality individualised programs that support students to access the curriculum and experience success in the educational setting.</p>
<p>Socio-economic background</p> <p>\$19,900.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ellison 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"> • Data to inform teaching and learning • Literacy • Mathematics <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staff to participate in synthetic phonics training, to be rolled out across K - 2 staff. • Staff to participate in InitiaLit training and Heggerty phonemic awareness training, to support teachers and students across stages 2 and 3. • Decodable Readers to be purchased to support professional learning conducted at the school and the implementation of the syllabus in 2023. <p>The allocation of this funding has resulted in:</p> <p>All staff have successfully embedded evidence-based practices in regards to the explicit teaching and understating of phonics and phonemic</p>

<p>Socio-economic background</p> <p>\$19,900.00</p>	<p>awareness.</p> <p>After evaluation, the next steps to support our students with this funding will be: To implement differentiated practices in regards to reading, comprehension and phonemic awareness K - 6.</p>
<p>Aboriginal background</p> <p>\$11,830.69</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ellison 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"> • Literacy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: The use of this funding was successful. Aboriginal and Torres Strait Islander students received support to achieve the goals outlined in their PLP's.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use relevant funding, enabling the delivery of authentic, differentiated and personalised support to Aboriginal and Torres Strait Islander students. In addition, there will be a greater school-wide focus on embedding deep understanding of Aboriginal education in the everyday teaching practices at the school.</p>
<p>Low level adjustment for disability</p> <p>\$29,304.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ellison 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"> • Literacy <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 - funding of SLSO's to implement MacqLit, MiniLit and quicksmart numeracy. • 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. • targeted students are provided with an evidence-based intervention MiniLit, MacqLit and Quicksmart to increase learning outcomes. • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. Used in Stage 2 (Year 3) students to modify lesson content. <p>The allocation of this funding has resulted in:</p>

<p>Low level adjustment for disability</p> <p>\$29,304.00</p>	<p>Enabled a differentiated and comprehensive approach to the delivery of curriculum, due to having additional human resources to support classroom teachers and work with students at their point of need. Students have been able to access the curriculum and make progress as they have had additional support structures through SLSO and intervention programs. A large percentage of the students who engaged in the intervention programs such as macqLit, made considerable progress towards making equal progress to that of their stage peers.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the implementation of evidence-based programs that have demonstrated growth in students' progress. Continue to analyse and respond to data that determines how students are supported in the classroom and ensure the strategic and effective use of this funding continues.</p>
<p>Literacy and numeracy</p> <p>\$8,730.11</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ellison 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"> • Mathematics • Literacy • Data to inform teaching and learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • QTSS funding to bring Mathematics Instructional leader to FTE 1.0 • Mathematical Instructional Leader and another staff member to be members of the Mid-Mountains Mathematics Comprehension team. Staff members will meet once per term to participate in mathematical comprehension professional learning, which will then be delivered back at a school level. • Due to COVID restriction staff were unable to meet as a staff group. SENTRAL professional learning will take place in early 2021 so that the software can be maximised, and a whole school assessment schedule can be implemented <p>The allocation of this funding has resulted in: Staff have indicated that they feel more confident in their knowledge of mathematical comprehension and indicated that the Term 2 professional learning day increased their knowledge of quality assessment, best practice for teaching mathematics and enhanced their professional network. This project will continue into 2022 and beyond.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, staff will undertake professional learning in utilising the various functions within SENTRAL to streamline administrative practices. Executive team members will revise current assessment schedule and ask for staff feedback in order to streamline the processes.</p>
<p>QTSS release</p> <p>\$57,740.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ellison 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"> • Mathematics • Literacy • Data to inform teaching and learning <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>QTSS release</p> <p>\$57,740.00</p>	<ul style="list-style-type: none"> • Staff were unable to meet as whole collective group to evaluate writing rubrics due to COVID restrictions. Stage Teams were able to have a general feedback session. • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: The allocation of QTSS funding was used to support staff on an individual basis to build their capacity in the areas of writing and mathematical comprehension.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, this will be revisited as a whole collective to evaluate the effectiveness of the rubrics, the effective implementation of writing in classrooms and the impact of professional learning related to phonics and phonemic awareness.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ellison 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"> • Literacy <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 School Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • Purchase of PAT license for school tracking Yr 2 - 6 in literacy and numeracy. <p>The allocation of this funding has resulted in: The outcome of this funding has enabled students to receive one-to-one individualised support in the areas of literacy and numeracy. It has also allowed the school to purchase PAT software to support the consistency in collecting student data.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, the executive Team will evaluate the effectiveness of PAT data and use this to streamline whole school assessment practices. Funds will be utilised to staff the Learning Support Teacher role to be FTE 1.0.</p>
<p>COVID ILSP</p> <p>\$61,458.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] in consultation with the LST • providing targeted, explicit instruction for student groups in literacy/numeracy - Numeracy additive strategies and multiplicative strategies. Literacy phonics instruction / reading.

<p>COVID ILSP</p> <p>\$61,458.00</p>	<ul style="list-style-type: none"> • employing/releasing teaching staff to support the administration of the program (LST role) <p>The allocation of this funding has resulted in:</p> <p>Literacy Groups-All students made significant gains in reading fluency and phonic knowledge. Four out of the 6 students now approaching grade expected benchmarks in reading level and fluency. Two students referred for ongoing support with the LaST.</p> <p>Numeracy Groups- All students met targeted levels in the Progressions for Number Identification and Additive Strategies. Further work is needed on multiplication strategies and this is being focussed on in class math groups. Two students referred for ongoing support with the LaST</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Ongoing support / intervention provided for students who are identified as working below stage expectations in literacy (phonics / reading / spelling). Groups of students are continually monitored and adjusted based on need and data analysis. COVID ILSP allocation = 3 days per week in staffing.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	150	152	142	139
Girls	157	156	166	167

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.5	95.5	94.9	92.7
1	95	93.8	93.6	93.5
2	93.4	95	94.5	94.4
3	95.5	94.6	95.8	94.1
4	94.2	94.3	95.2	94.9
5	92.9	95.1	93.4	92.6
6	92.4	91.7	92.8	91.7
All Years	94	94.3	94.2	93.4
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)	3
Classroom Teacher(s)	11.52
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.82

*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	436,734
Revenue	3,180,669
Appropriation	3,101,616
Sale of Goods and Services	6,635
Grants and contributions	71,592
Investment income	426
Other revenue	400
Expenses	-3,260,509
Employee related	-2,904,797
Operating expenses	-355,712
Surplus / deficit for the year	-79,840
Closing Balance	356,894

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	245,086
Equity Total	139,545
Equity - Aboriginal	11,831
Equity - Socio-economic	19,927
Equity - Language	0
Equity - Disability	107,787
Base Total	2,259,452
Base - Per Capita	75,927
Base - Location	0
Base - Other	2,183,525
Other Total	282,709
Grand Total	2,926,791

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

Feedback and input from the school community on performance and satisfaction has been included.

A School Satisfaction Survey was sent out to the school community in Term 1, of 2022. A total of 39 responses were returned, with an overwhelming positive response to all aspects within the survey.

The highest rating was in response to parents / carers being proud of the school. 94% of respondents either strongly agreed or agreed with the statement. Further, the following areas received a positive rating of 90-94% - the students are the school's main concern, the school is a friendly school that is tolerant and accepting of all students and the school is connected to its community and welcomes parental involvement.

The statement which received the lowest positive rating was in relation to the school promoting the uniform policy. Only 18% of parents / carers strongly agreed that the school promotes its uniform policy.

In 2021, students in Year 4 - 6 completed the Tell Them From Me survey results.

93% of students report high levels of expectations for success

78% of students reported high levels of advocacy at school

66% of students reported a sense of belonging at school. This will be a focus in 2022 and beyond to ensure positive growth in this area.

In 2021, teachers completed the Tell Them From Me Teacher survey. Staff were surveyed across dimensions of classroom and school practices.

Trend data has seen positive growth in the dimensions of Data informed practices and teaching strategies.

Trend data in the dimensions of inclusive school, learning culture, challenging and visible goals, quality feedback and overcoming obstacles to learning has presented a slight downward trend and will be a focus area for 2022.

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.