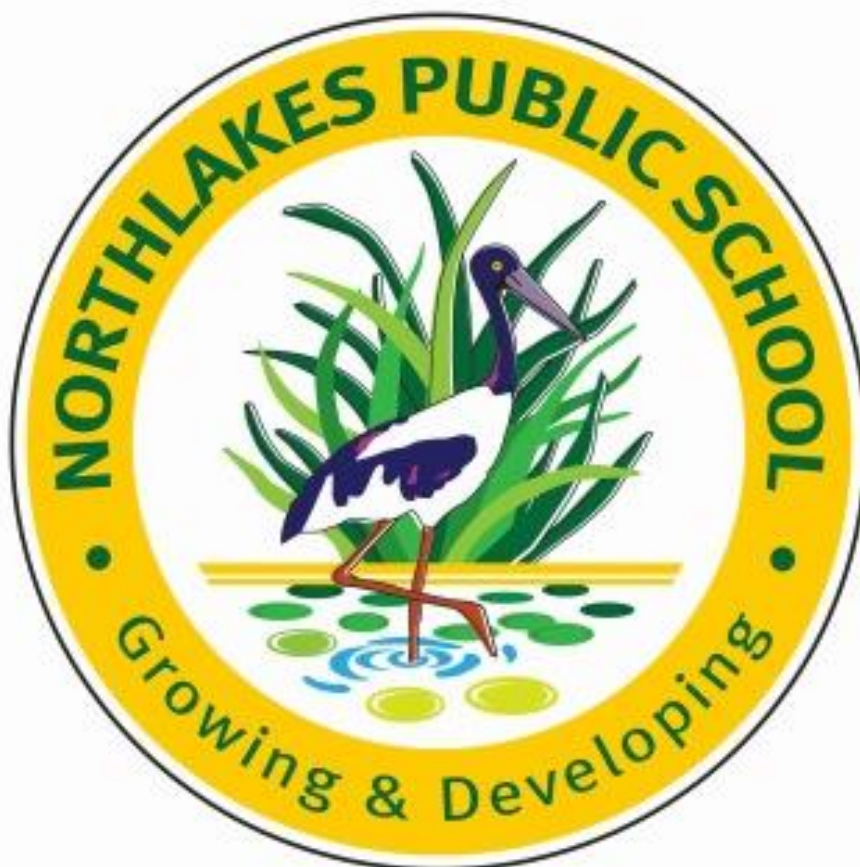


2021 Annual Report

Northlakes Public School



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Introduction

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

Northlakes Public School is committed to the provision of quality education in a nurturing, innovative and collaborative learning environment where high expectations are held in order to challenge students and encourage continuous improvement for all. By increasing student engagement and school connectedness, we believe all students can become successful learners. Through the development of individual determination, academic and social support, all students will achieve their full potential. With authentic partnerships, our vision is to develop our students into confident, creative and empathetic citizens who will become active, engaged and informed members and leaders of their community.

School context

Northlakes Public School serves students and families in the township of San Remo on the NSW Central Coast just over an hour north of Sydney. The school began the 2021 school year with an enrolment of 361 students with 20% identifying as being of Aboriginal or Torres Strait Island background. Approximately 8% of students identify as being from a language background other than English (LBOTE) with 16 different culture groups represented.

The school has a special education support unit comprising of three classes; two IO/IS catering for students with moderate and severe Intellectual and/or physical disabilities, and one multi-categorical class catering for students with moderate to high support needs with one or more disability type, predominantly autism. There are also 15 mainstream classes with one of those being a Kindergarten and Year 1 composite. The school started the 2021 year with 44 mainstream Kindergarten enrolments which is 4 more than the anticipated numbers but considerably lower than the 57 of 2020.

The school has a proud tradition of inclusivity in education through regular, purposeful and two-directional integration at every opportunity for support unit and mainstream students based on their individual, academic, social and wellbeing needs.

The school participated in the External Validation process on 19 November 2020. Through this process the evidence provided by the school, and validated by the panel, found that the school was operating at Delivering in the Learning Domain in the element of Curriculum and in the Teaching Domain in the element of Data skills and use. As part of the self-assessment and External Validation process, the school has identified some elements which present opportunities for improvement including but, not limited, to the following:

- In Data skills and use - Strategies need to be developed which allow us to effectively measure the impact of programs and initiatives on student outcomes. We need to gather and agree upon our essential baseline data and share this along with the executive analysis with staff. Our analysis needs to be school wide to identify student achievements and progress.
- In Curriculum - There needs to be consistency across the school in programming, planning and assessment to effectively meet all syllabus requirements. We need to collect and maintain evidence of how teachers are implementing dynamic teaching and learning programs in response to student needs. Programs will demonstrate evidence of the implementation of differentiation strategies and evaluation of how teachers have changed their practice in response to the success of lessons. Programs and the delivery of learning is monitored K-6 to ensure continued challenge and maximum learning.
- In Management practices and processes - We need to narrow our focus to the questions we would like to survey the community on. These need to be linked to ongoing school improvement and the professional effectiveness of all school members. Our questions should link to the School Excellence Framework.
- Following on from 2020 and the worst of the COVID-19 pandemic student, staff and community wellbeing and connectedness and trauma informed practice would also be strong school focuses over the current 4 year strategic improvement plan (SIP).

The school will seek feedback from community, students and staff as well as continuing to strengthen our community partnerships as a proud member of the Wallarah Learning Community, Muru Bulbi AECG, Northlakes PS P&C, Smith Family Australia, The Epicentre (San Remo neighbourhood centre), Samaritans and numerous other non-government organisations working in partnerships with our Jabiru Cottage facilitator as part of the Central Coast Schools as Community Centres Program.

Following our consultative process with P&C, Staff, AECG and SACC facilitator our three Strategic Directions for the 2021-2024 Strategic Improvement Plan are:

1. **Student Growth and Attainment**
2. **Intervention for Growth**
3. **Engagement and Attendance**

We look forward to continuing our work and hearing your valued feedback throughout this 4 year cycle as we all strive to improve the outcomes for every student attending Northlakes Public School.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

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.

- Effective Classroom Practice
- Data skills and use

Resources allocated to this strategic direction

Socio-economic background: \$63,136.35

QTSS release: \$75,679.65

Literacy and numeracy: \$9,510.79

Low level adjustment for disability: \$12,410.04

English language proficiency: \$2,400.00

Professional learning: \$15,000.00

Summary of progress

Throughout 2021, Reading and Numeracy was a significant focus. We engaged in interventions, consistency in curriculum planning and syllabus expectations. Literacy and Numeracy projects such as Broadening Knowledge of Mathematics Literacy and Language were undertaken, designed to build teacher capacity and ensure evidence informed teaching strategies. We had a focus of the What Works Best theme of Using Data to inform practice and staff engaged in the collection, analysis and use of internal and external data to inform their teaching practice. These data talk meetings were regular and consistent.

Staff engaged in a variety of professional learning that was identified through our Instructional Leader data discussions such as identifying high potential and gifted students and quality assured Department of Education literacy and numeracy professional learning courses. Teachers were regularly supported in their classrooms by Instructional Leaders while they worked collaboratively in co-planning, co-teaching and co-reflecting. 5 weekly data talks were undertaken to monitor student progress and design future learning.

The impact of our focus resulted in teaching and learning programs following a consistent format across the school, reflecting student progress and adjustments. There was a collaborative practice of analysis of data, co-planning, co-teaching and co-reflecting which informed interventions and the modification of teaching practices. Formative, as and of learning, assessment strategies underpinned the use of data to inform planning. This is evident in a large growth in the top two bands Reading and Numeracy.

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
• Maintain our current level of 23.4% of students achieving the top two bands in NAPLAN Reading.	We achieved 30.5% of students in the top two bands in NAPLAN Reading.
• Maintain the current level of 14.7% of students achieving top two bands in NAPLAN Numeracy.	We achieved 25.5% of students in the top two bands in NAPLAN Numeracy.
• Maintain the current level of 55.2% of Aboriginal students achieving in the top three bands in NAPLAN Reading	<ul style="list-style-type: none">• We achieved 37.5% of Aboriginal students in the top three bands in NAPLAN Reading.• We achieved 37.5% of Aboriginal students in the top three bands in

• Maintain the current level of 42.7% of Aboriginal students achieving in the top three bands in NAPLAN Numeracy

NAPLAN Numeracy.

Strategic Direction 2: Intervention for Growth

Purpose

Increase the number of students achieving expected growth in NAPLAN Numeracy and Reading through effective teaching practice, tiered intervention support, personalised learning and effective feedback.

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.

- Personalised learning
- Effective Feedback

Resources allocated to this strategic direction

Integration funding support: \$403,315.00

Low level adjustment for disability: \$154,753.40

Aboriginal background: \$36,229.60

Socio-economic background: \$217,883.23

Literacy and numeracy intervention: \$82,406.73

Professional learning: \$9,000.00

Summary of progress

This strategic direction focused on personalised learning and effective feedback. This included interventions for growth. Intervention programs were designed to support students below stage expectations as well as challenging and extending students identified as being high potential and/or gifted in the domains of intellectual, social and emotional, physical and creative. Individual goals were developed with all students and shared and discussed with parents and carers through our three-way interview process. Intervention programs were highly personalised and focused on reading and numeracy.

SLSOs were engaged to assist with personalised learning and support and provided support in the classroom and the playground depending on individual needs. A comprehensive intervention team was formed including COVID ILSP interventionists to support K-6 students with their literacy and numeracy.

The impact of our focus resulted in individual learning goals being collaboratively designed and informed by analysis of student progress and achievement data. Aboriginal students have collaboratively developed their own Personalised Learning Pathway with support of the Aboriginal SLSO in identifying their strengths and talents as they set aspirational goals in academic and cultural areas as well as goals in areas of their own personal choice. Informal conversations have indicated that the majority of our Aboriginal students have achieved the goals of their PLP. This process will be built upon in 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Maintain current level of 53.8% of students achieving expected or above expected growth in NAPLAN Reading	We achieved 61.5% of students achieving expected or above expected growth in NAPLAN Reading.
• Maintain current level of 48.3% of students achieving expected or above expected growth in NAPLAN Numeracy.	We achieved 43% of students achieving expected or above expected growth in NAPLAN Numeracy.
• Maintain current level of 45.3% of Aboriginal students achieving at or above expected growth in NAPLAN Reading.	We achieved 100% of Aboriginal students achieving at or above expected growth in NAPLAN Reading.

<ul style="list-style-type: none"> • Maintain current level of 49% of Aboriginal students achieving at expected growth or above expected growth in NAPLAN Numeracy to continue achieving greater growth than non-Aboriginal students. 	<p>We achieved 100% of Aboriginal students achieving at expected growth or above expected growth in NAPLAN Numeracy to continue achieving greater growth than non-Aboriginal students.</p>
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Strategic Direction 3: Engagement and Attendance

Purpose

Increase student engagement, sense of belonging and attendance by developing positive learning environments and partnerships with parents, students and staff.

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.

- Engagement
- Attendance

Resources allocated to this strategic direction

Professional learning: \$3,500.00

Socio-economic background: \$143,018.00

School support allocation (principal support): \$20,658.16

Summary of progress

This strategic direction focused on student engagement and attendance. Student lunch box and pantry pilot programs were implemented to support students and their families. Families were connected to organisations which provided assistance in the areas of nutritional cooking, food vouchers, student snacks and a range of family support services. The school delivered Seasons for Growth and a school breakfast club, with the Smith Family holding an after-school learning club with the emphasis on student wellbeing. Northlakes Public School's Minibus program successfully supported vulnerable students by providing transport to and from school each day ensuring attendance and wellbeing, however, COVID impacted this program and it has temporarily ceased operations.

We employed a teacher in the role of Student Engagement and Attendance to support student engagement and connectedness to school. This role consisted of small group learning with at risk students, liaising with parents and connecting parents with external providers and services. Professional learning commenced in trauma informed practice and training in PAX Good Behaviour Game was undertaken by all staff. Trauma informed practices are implemented in every classroom and supported by our school based trauma informed practice facilitator.

The impact of our focus resulted in the amalgamation of a variety of initiatives delivered by experts to support trauma informed practices within the classroom and playground. Teacher capacity has increased in the implementation of these practices to support students. Despite the challenges of COVID, teachers maintained contact with their students to ensure engagement, attendance and wellbeing.

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
• Maintain current level of 63.7% of students achieving above 90% attendance.	We achieved 64.4% of students achieving above 90% attendance.
• Maintain current level of 72.4% of students reporting expectations for success, advocacy and sense of belonging at school.	We achieved 76% of students reporting expectations for success, advocacy and sense of belonging at school. (advocacy 76%, expectations for success 96%, sense of belonging 56%)

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$403,315.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Northlakes 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"> • Personalised learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Engagement of SLSOs to assist with personalised learning and support. <p>The allocation of this funding has resulted in: Improved social, emotional and academic outcomes for students receiving targeted support. 100% of students receiving funding receive adjusted and differentiated quality teaching and learning programs. Through Individual Education Plans, students have been successful in achieving identified goals and the introduction of tele-conferences has seen an increase in parents attending planning and review meetings.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we will initiate a 4/5/6 class to support selected students who receive funding. This class will have a full-time SLSO. SLSOs will continue to support students within mainstream classes and in the playground.</p>
<p>Socio-economic background</p> <p>\$549,311.07</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Northlakes 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"> • Effective Classroom Practice • Personalised learning • Engagement • Attendance • 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 an Instructional leader 3-6 to support curriculum implementation and build teacher capacity. • Employment of additional Intervention teachers to support K-6 students who require additional support in literacy and numeracy • Employment of a teacher in the role of 'Student Engagement and Attendance Teacher <p>The allocation of this funding has resulted in: Increased capacity of staff in implementing evidence based literacy and numeracy practices has led to an improvement in the achievement of student outcomes. The close monitoring of student engagement and attendance has resulted in teacher's feeling supported in managing student behaviours. Vulnerable families and students have received additional support and have established connections to various support agencies and support services.</p> <p>After evaluation, the next steps to support our students with this funding will be: The employment of a Student Engagement and Attendance teacher will continue. The Instructional Leader roles will not continue as the Early Action for Success allocation has ceased. The school will receive support through</p>

<p>Socio-economic background</p> <p>\$549,311.07</p>	<p>newly established Assistant Principal Curriculum and Instruction roles.</p>
<p>Aboriginal background</p> <p>\$113,529.96</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Northlakes 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"> • Personalised learning • 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 SLSO staff to support Aboriginal students <p>The allocation of this funding has resulted in: Improved literacy, numeracy and well-being outcomes for Aboriginal students as evidenced by 100% of year 5 students demonstrating at or above expected growth in both NAPLAN Reading and NAPLAN Numeracy assessments. Increased parent participation in Personalised Learning Pathway development meetings.</p> <p>After evaluation, the next steps to support our students with this funding will be: To provide intervention programs for Aboriginal students, employ an Aboriginal SLSO to support Aboriginal students and the education of all students about Aboriginal histories and cultures. We will continue to work collaboratively with the AECG, Aboriginal families and students to ensure authentic Personalised Learning Pathways are developed and we close the gap between the achievements of Aboriginal and non-Aboriginal students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Northlakes 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Due to the minimal funds received we combined this with other school based funding to support intervention programs for identified EALD students. <p>The allocation of this funding has resulted in: Identified EAL/D students being supported in the classroom with a range of intervention strategies which are also supported by other funding.</p> <p>After evaluation, the next steps to support our students with this funding will be: Due to minimal funding, this model will continue for 2022.</p>
<p>Low level adjustment for disability</p> <p>\$201,163.44</p>	<p>Low level adjustment for disability equity loading provides support for students at Northlakes 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>\$201,163.44</p>	<p>including:</p> <ul style="list-style-type: none"> • Personalised learning • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with evidence-based literacy and numeracy intervention programs to increase learning outcomes <p>The allocation of this funding has resulted in: Enhanced support, wellbeing and academic performance for students receiving targeted funding. Internal school data shows the literacy and numeracy skills of all students involved in intervention programs have improved.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employing additional interventionists and SLSOs to support students in reaching their potential.</p>
<p>Literacy and numeracy</p> <p>\$9,510.79</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Northlakes 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"> • Effective Classroom Practice • Data skills and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • teacher release to engage staff in implementing diagnostic assessments <p>The allocation of this funding has resulted in: Improved teacher capacity in implementing evidence based literacy and numeracy strategies. Improved teacher confidence and expertise in implementing diagnostic assessments and using data to inform teaching practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further utilise department diagnostic assessments and professional learning to analyse and interpret data to inform practice.</p>
<p>Early Action for Success (EAfS)</p> <p>\$205,815.56</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Northlakes Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Employment of 1.2 Instructional Leaders to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students <p>The allocation of this funding has resulted in: High quality instructional leadership and professional learning in literacy and numeracy provided to K-2 teachers. An increase in the top 2 bands for Year</p>

<p>Early Action for Success (EAfS)</p> <p>\$205,815.56</p>	<p>5 Reading and Numeracy was achieved.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding has been discontinued for 2022. Funding for Assistant Principal Curriculum and Instruction will replace this initiative.</p>
<p>QTSS release</p> <p>\$75,679.65</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Northlakes 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of 1.0FTE 3-6 Deputy Principal Instructional Leader <p>The allocation of this funding has resulted in: High quality instructional leadership and professional learning in literacy and numeracy for all 3-6 teachers. This improved teacher confidence, embedded evidence based practices into programs and supported teachers in using data to inform future practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Collaborative planning sessions, mentoring and co-teaching with Assistant Principal Curriculum and Instruction.</p>
<p>Literacy and numeracy intervention</p> <p>\$82,406.73</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Northlakes 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"> • Personalised learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionists to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: Increased literacy and numeracy intervention enabled all students to make gains in reading and numeracy. All students who participated in intervention programs improved as evidenced in achievement of indicators outlined in the learning progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Additional Intervention teachers will be utilised to provide small group reading and numeracy programs.</p>
<p>COVID ILSP</p> <p>\$247,799.52</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</p>

<p>COVID ILSP</p> <p>\$247,799.52</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: Increased literacy and numeracy intervention enabled all students to make gains in reading and numeracy. All students who participated in intervention programs improved as evidenced in achievement of indicators outlined in the learning progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued Intervention following the COVID model.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	213	210	210	198
Girls	169	169	167	158

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.1	92.3	92.7	90.5
1	92.2	91	92.3	88.6
2	92.3	91.1	92.1	88.4
3	88	93.5	92.9	88.5
4	90.2	89.2	92.9	87.8
5	92.1	92.4	90.8	90.2
6	89.9	91	93.6	88.7
All Years	91.1	91.4	92.4	88.9
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)	4
Classroom Teacher(s)	16.76
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.52

*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	458,447
Revenue	5,616,387
Appropriation	5,584,787
Sale of Goods and Services	16,881
Grants and contributions	14,376
Investment income	343
Expenses	-5,672,960
Employee related	-5,103,700
Operating expenses	-569,260
Surplus / deficit for the year	-56,573
Closing Balance	401,874

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	351,490
Equity Total	866,404
Equity - Aboriginal	113,530
Equity - Socio-economic	549,311
Equity - Language	2,400
Equity - Disability	201,163
Base Total	3,235,759
Base - Per Capita	98,025
Base - Location	0
Base - Other	3,137,734
Other Total	774,332
Grand Total	5,227,985

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

Parents

To gather some specific feedback from parents in 2021, our school surveyed a sample of families from every class in the school and asked 4 questions.

- 93% of families reported feeling welcome and part of the school community
- 93% of families felt their child's particular learning needs were being catered for in class
- 98% of families believe there was opportunity to be involved in the big decisions of the school
- 62% of families knew what their child was learning at school each term

Students

Our students participated in the Tell Them From Me Survey.

- 76% of students reported positive outcomes in Advocacy at School, feeling that there are adults in the school who consistently provide encouragement and who can be turned to for advice. This is above the state average
- 96% of students reported positive outcomes in Expectations for Success, believing that school staff value academic achievement and hold high expectations of all students. This is well above state average.
- 56% of students reported positive outcomes in Sense of Belonging, feeling accepted and valued by their peers and others at school. The impact of COVID-19 has been significantly felt around the students' sense of belonging

Teachers

Data from professional learning surveys indicate;

- teachers reported feeling supported in implementing quality teaching and learning
- teachers value professional learning
- teachers are able to identify future professional learning opportunities that will improve student outcomes

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.