

2021 Annual Report

Hassall Grove Public School



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Introduction

The Annual Report for 2021 is provided to the community of Hassall Grove 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

Our vision is for our students, their families, and staff to communicate and cooperate as partners and instil a strong sense of belonging to ensure that each student has the opportunity to fulfil their academic potential. Hassall Grove Public School consistently promotes deep understanding of the diverse backgrounds and cultures of our whole school community through a highly inclusive approach. We envision our students as future citizens of their community who are well equipped with empathy, understanding, and the skills to work collaboratively.

Hassall Grove Public School strives to achieve a continuous cycle of improvement to maximise student learning outcomes.

School context

Hassall Grove Public School is located in the Mount Druitt Network with an enrolment of approximately 703 students. 50% of our students have English as an Additional Language or Dialect (EAL/D) and 72 students identify as being of Aboriginal or Torres Strait Islander background. Our FOIE currently sits at 121.

The wellbeing and academic success of our students are the primary concerns of the whole school community. We deliver a strong Social and Emotional curriculum through the program 'Second Step' to enhance learning readiness in our students. We engage students through programs such as Accelerated Literacy (AL) and Targeted Early Numeracy (TEN). These approaches ensure students with a wide range of abilities are catered for in Numeracy and Literacy.

The wealth of resources at Hassall Grove Public School, particularly in technology, ensures students are consistently highly engaged in Project Based Learning and Science, Technology, Engineering, Art and Mathematics (STEAM) units of work. During their playtime students have a vast, well-resourced playground to explore and a wide variety of special interest groups available to join. These are supported by our student leaders.

As a result of our Situational Analysis, Hassall Grove Public School will continue to have a shared approach to school improvement and leadership and use current and up to date research to support whole school improvement. We have a relentless focus on building the skills and strategies to promote reading and numeracy for ongoing school improvement. Through a professional, enthusiastic staff we build high expectations for excellence in teaching and learning and a passion for education throughout our entire school community and well beyond our own school gates.

Hassall Grove Public School collaborates with a range of additional experts in Literacy and Social and Emotional learning who facilitate targeted professional development. We work closely with our colleagues from Early Childhood Centres and our local Public Education High Schools. This enhances our whole school community approach to student welfare and learning from before children officially enter our school, right through to when students integrate into high 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
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

To enhance and maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success. We will further develop and refine data-driven and research-based explicit teaching practices that are responsive to the learning needs of our individual students.

Initiatives

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

- Data driven practices in reading and numeracy
- Building expertise in explicit teaching

Resources allocated to this strategic direction

Professional learning: \$10,084.00

Literacy and numeracy intervention: \$67,270.80

English language proficiency: \$254,707.40

Socio-economic background: \$10,000.00

Literacy and numeracy: \$19,194.00

Low level adjustment for disability: \$168,177.00

Summary of progress

In Strategic Direction 1, the key areas of data analysis and program differentiation featured significantly. The Learning Support team led teaching staff in implementing effective ILPs/ PLPs. Executive staff analysed student achievement data and teams delivered professional learning that included data literacy, numeracy differentiation and the Soundwaves program. Teachers found these extremely valuable and reported an increase in knowledge and expertise. As a result, teachers all have access to SCOUT data and will continue to be supported to analyse and evaluate student data more frequently to inform their practices. Teachers have analysed NAPLAN data to determine areas of focus for 2022. We will continue the implementation of Soundwaves as we move forward and provide professional learning and mentoring for the inclusion of decodable texts in early stage 1 and stage 1 to enhance student outcomes in reading. Feedback from Google forms indicated that 72% of staff would like to engage in colleague run workshops to enhance teaching practice. These collaborative workshops will be included in our professional learning plan for 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
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated target baseline of 19.7%	20.79% of students achieved in the top two bands in NAPLAN numeracy indicating achievement of system negotiated target baseline.
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated target baseline of 28.6%	28.02% of students achieved in the top two bands in NAPLAN reading indicating progress toward the system negotiated baseline.
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated target baseline of 56.2%	The percentage of students achieving at or above expected growth in reading was 57.32% indicating achievement of system negotiated target baseline.
Increase the percentage of students achieving expected growth in NAPLAN	Percentage of students achieving expected growth in numeracy decreased to 50.63% indicating progress yet to be seen toward the system-negotiated

numeracy to be above the system negotiated target baseline of 57.6%	target.
Internal growth data in Targeted Early Numeracy indicates that 70% of students are at stage appropriate targets.	76% of students with completed data entered have achieved the stage appropriate targets and learning indicators within the additive strategies for the Targeted Early Numeracy program.
Internal growth data in literacy indicates that 50% of students that successfully complete the Rip It Up Reading program are reading at stage level as determined by the Rip It Up Reading Team.	Review of student progress against the Rip It Up Reading Intervention program indicates 61% of students have achieved or exceeded learning goals to complete the program at grade expectations.
A range of evidence supports school self-assessment of the School Excellence Framework (SEF) elements 'Data skills and use' and 'Assessment' indicates improvement in collecting and using data to inform planning and meet individual learning needs in Delivering.	Self-assessment and evidence collected against the School Excellence framework shows the school currently performing at delivering in the elements of Data Skills and Use and Assessment.
An increase in the percentage of students achieving expected growth of Aboriginal students achieving top 3 NAPLAN bands in reading	50% of Aboriginal students have achieved expected growth in reading indicating progress toward an increase in the percentage of students achieving in the top 3 NAPLAN bands.
An increase in the percentage of students achieving expected growth of Aboriginal students achieving top 3 NAPLAN bands in numeracy	40% of Aboriginal students have achieved expected growth in numeracy indicating progress yet to be seen toward an increase of students achieving in the top 3 NAPLAN bands.
A range of evidence supports self-assessment of the School Excellence Framework (SEF) element Effective classroom practice as staff demonstrating Delivering.	Self-assessment and evidence collected against the School Excellence Framework shows the school currently performing at delivering in the element of Effective Classroom Practice.

Strategic Direction 2: Wellbeing and Community Engagement

Purpose

Enhance and promote student wellbeing and community engagement in order to strengthen positive and respectful relationships to ensure an optimum learning environment for all students to achieve to their potential.

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.

- Supporting Wellbeing for whole-school success
- Fostering positive relationships

Resources allocated to this strategic direction

Socio-economic background: \$55,200.00

Integration funding support: \$60,000.00

Professional learning: \$5,346.00

Aboriginal background: \$67,650.00

Summary of progress

Progress made during 2021 included the implementation of the Tell Them From Me survey for students and the purchasing of resources for the anti-bullying prevention programs. Students with disabilities were well supported, seeing an increase in SLSO support across all classes. Strong attendance procedures were developed and record keeping enhanced across the school. Transition programs for kindergarten and high school were adjusted to coincide with NSW Health and Department of Education Covid restrictions. Playgroup and Second Step activities were placed on online platforms. 60% of parents surveyed stated they discussed the Second Step focus of the week with their children.

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 attending school > 90% of the time to be above the system negotiated baseline of 73.3%	The number of students attending greater than 90% of the time or more has decreased by 1.98%.
Students participating in the Tell Them From Me survey.	Tell Them From Me data shows a participation rate of students at 48%.
A range of evidence supports self-assessment of the School Excellence Framework (SEF) element Wellbeing. as staff demonstrating Delivering.	94% of staff through People Matters survey results indicate a positive sense of wellbeing, demonstrating achievement of this school-based progress measure of staff surveyed. Progress towards a greater number of staff participating in survey for 2022.
A range of evidence supports an increase of ATSI students >20% participating in extra curricular activities and involved in leadership roles throughout the school.	Review of student participation has indicated that there was less than 20% of ATSI students who were able to fulfil this measure. Delayed initiatives in semester 2 have required this work to be postponed to 2022.

Strategic Direction 3: Instructional Leadership & Innovative Teaching

Purpose

The Leadership team to create a culture of high expectations and evidence based teaching. Curriculum will be enhanced with student centred pedagogies incorporating technologies and collaboration.

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.

- Instructional Leadership
- Innovative Teaching

Resources allocated to this strategic direction

Professional learning: \$11,310.00

QTSS release: \$131,178.06

Socio-economic background: \$42,500.00

Aboriginal background: \$530.00

Summary of progress

Progress was made for Strategic Direction 3 by establishing clear and innovative processes for teacher development and practices. Focus was on building capacity in staff and providing appropriate mentoring and coaching opportunities. Staff surveyed stated that the school promotes a culture of high expectations and that feedback and observations from colleagues were most valuable. Resources were purchased to furnish the new Co Lab space to enhance Cooperation, Communication and Collaboration among students, staff and the community.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
A range of evidence supports self-assessment of the School Excellence Framework (SEF) element Effective Classroom Practice as staff demonstrating delivering in high potential and gifted education and STEAM.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice. Observations and document analysis indicates 73% of staff have delivered high potential and gifted education or STEAM activities.
A range of evidence supports self-assessment of the School Excellence Framework (SEF) element Professional Standards as staff demonstrating as delivering.	Self-assessment against the School Excellence framework shows the element of Professional Standards to be delivering.
A range of evidence supports self-assessment of the School Excellence Framework (SEF) element staff demonstrating developing in Educational Leadership- Instructional leadership.	Self-assessment and a range of evidence against the School Excellence framework shows the school currently performing at delivering in the element of Educational Leadership- Instructional leadership.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$338.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds • texts purchased <p>The allocation of this funding has resulted in: the student having access to literacy texts</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support the student with SLSO time in the classroom</p>
<p>Integration funding support</p> <p>\$78,020.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hassall Grove 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"> • Supporting Wellbeing for whole-school success • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around 'Life Skills' • intensive learning and behaviour support for funded students • additional staffing to assist students with additional learning needs • engage SLSOs to support student learning to work towards school improvement measures in numeracy and literacy <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLPs were regularly updated and responsive to student learning needs and progress ensuring 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 formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$500,330.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hassall Grove 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"> • Supporting Wellbeing for whole-school success • Building expertise in explicit teaching • Fostering positive relationships

<p>Socio-economic background</p> <p>\$500,330.00</p>	<ul style="list-style-type: none"> • Innovative Teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement 'Friends' to support identified students with additional needs • resourcing to increase equitability of resources and services, all classes have complete sets of Soundwave resources. Class sets for K & 1 decodables purchased. • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff and purchasing of resources to support STEM program implementation. • engage SLSOs to support student learning to work towards school improvement measures in numeracy and literacy <p>The allocation of this funding has resulted in:</p> <p>programs such as Life Skills and the 'Friends' program implemented for targeted students. Students have a variety of playground activities, resources and support. SLSOs are timetabled in every classroom across the school to support student learning and programs such as Rip It UP Reading and MultiLit which has seen positive growth in student outcomes. All students had access to a variety of online programs that assisted with the delivery of curriculum whilst 'learning from home'. These were regularly utilised as evidenced in parent and staff surveys. 96% of parents surveyed stated that their children accessed online work 5 days a week whilst learning from home.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>we will continue to implement evidence based programs to support students' social and emotional wellbeing. SLSOs will be engaged to provide educational programs that complement teaching and learning programs to enhance student learning outcomes.</p>
<p>Aboriginal background</p> <p>\$68,180.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hassall Grove 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"> • Fostering positive relationships • Innovative Teaching <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 • purchases to develop a cultural space <p>The allocation of this funding has resulted in:</p> <p>Aboriginal students being well supported in classrooms with SLSOs to work towards their individual learning goals and increase literacy and numeracy results. Over 80% of Aboriginal Families engaging in the PLP process with teachers. Purchases for a Cultural Space to support community's sense of belonging. Tell Them From Me data tells us that 65% of Aboriginal students surveyed agree/ strongly agree that they feel good about their culture.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>engage extra SLSOs to support differentiated and personalised support to</p>

<p>Aboriginal background</p> <p>\$68,180.00</p>	<p>Aboriginal students. Continue to provide professional learning for staff to have a greater understanding of Aboriginal culture.</p>
<p>English language proficiency</p> <p>\$254,707.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hassall Grove 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"> • Building expertise in explicit teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: student progress included 52 % of EAL/D students in years 1-4 achieving growth from beginner to emerging on EAL/D learning progressions. Our EAL/D students are engaged in Social and Emotional programs throughout the school and are showing more confidence in taking risks in their learning and class participation 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 increase teacher confidence and capacity to support EAL/D students in all KLAs. This will be achieved by mentoring and co-planning curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$274,949.89</p>	<p>Low level adjustment for disability equity loading provides support for students at Hassall Grove 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"> • Building expertise in 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"> • targeted students are provided with an evidence-based intervention program of Rip It Up Reading to increase learning outcomes in Literacy • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • 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 <p>The allocation of this funding has resulted in: students achieving goals in their PLPs and ILPs, as well as being supported with differentiated programs with SLSO support. The school achieved a more consistent approach to student learning with increased learning support referrals and interventions. Students with disability were engaged in social skill programs and playground initiatives and demonstrated increased confidence and engagement in class 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 further expand the impact of the learning support team and its procedures, the school will provide additional support for identified students through the employment of SLSOs.</p>

<p>Literacy and numeracy</p> <p>\$19,194.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hassall Grove 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"> • Building expertise in explicit teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher release to engage staff in literacy and numeracy training and differentiation • resources to support the quality teaching of literacy <p>The allocation of this funding has resulted in: teachers having allocated time to engage in professional learning in literacy and numeracy in evidence based practices. Teachers having time to program effectively to include differentiation across numeracy and literacy. Evidence can be seen in class timetables and programs. NAPLAN data shows, year 3 numeracy and writing saw continual improvement from 2018. Demonstrated growth in top 2 bands for reading, writing and numeracy were observed.</p> <p>After evaluation, the next steps to support our students with this funding will be: purchasing of literacy and numeracy resources to implement whole school programs and the engagement of additional staff to extend reading and numeracy intervention in class.</p>
<p>QTSS release</p> <p>\$131,178.06</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hassall Grove 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"> • Instructional Leadership <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 • implementation of instructional rounds through Collaborative Learning Cycle to strengthen quality teaching practices <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice with 84% of staff surveyed through Tell Them From Me stated they collaborate with and share practices with colleagues.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to provide supervisors with the time and resources to lead improvement in identified areas to support teachers. e.g effective feedback.</p>
<p>Literacy and numeracy intervention</p> <p>\$67,270.80</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Hassall Grove 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"> • Data driven practices in reading and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy intervention</p> <p>\$67,270.80</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 <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessments, writing samples, teacher observation and NAPLAN data. Year 5 NAPLAN data shows 58% of students at or above expected growth in reading and 51% at expected or above expected growth in numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using funding to extend intensive small group reading intervention programs in 2022 to improve literacy and numeracy outcomes. Continue to allow staff time and give professional development to analyse data and differentiate programs accordingly.</p>
<p>COVID ILSP</p> <p>\$360,687.00</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 • providing targeted, explicit instruction for student groups in literacy/numeracy • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their professional learning goals. 85% of students in Year 2, 4 and 5 improved by one or more TEN targets. 50% of students receiving comprehension support improved their results.</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 regular monitoring of student progress through formal and informal processes and providing additional in-class support for some students to continue to meet their personal learning goals.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	385	383	392	395
Girls	351	344	309	300

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.6	90.4	88.8	91.6
1	90.4	89.5	86.6	88.8
2	91.9	91	88.3	91.2
3	92.5	91.5	88.2	91.1
4	92.8	92.2	88	91.7
5	92.2	91.2	89	90.5
6	92.7	91.7	90.8	92
All Years	91.8	91.1	88.5	91.1
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)	4
Classroom Teacher(s)	25.49
Literacy and Numeracy Intervention	0.6
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	4.47

*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	1,141,126
Revenue	6,913,602
Appropriation	6,857,757
Sale of Goods and Services	23,136
Grants and contributions	31,703
Investment income	806
Other revenue	200
Expenses	-6,722,705
Employee related	-6,006,713
Operating expenses	-715,992
Surplus / deficit for the year	190,897
Closing Balance	1,332,023

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	102,257
Equity Total	1,098,169
Equity - Aboriginal	68,180
Equity - Socio-economic	500,331
Equity - Language	254,708
Equity - Disability	274,950
Base Total	4,814,410
Base - Per Capita	172,808
Base - Location	0
Base - Other	4,641,602
Other Total	477,166
Grand Total	6,492,002

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

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2021 the school used the 'Tell Them From Me' teacher and student surveys to help guide school planning and identify improvement measures.

The teacher survey identified the school as being above the NSW Government norm in the Student Learning areas of Leadership, Collaboration, Teaching Strategies and Technology. Regarding Classroom and School Practices, teachers identified the school as being above the NSW Government norm in setting challenging and visible goals, planning learning opportunities, overcoming obstacles to learning and quality feedback. An area of focus for 2021 was quality feedback with the majority of staff undertaking professional learning in this area. This result had the most significant impact, with the school mean being 7.7, compared to the NSW Government norm of 7.3.

The 'Tell Them From Me' surveys report that 80% of students have a positive sense of belonging, with nearly 90% of students surveyed saying they feel proud of the school. In line with the school's consistent behaviour policy and no tolerance to bullying, students scored the school well above the NSW Government norm in positive learning climate and well below the NSW Government norm of being subjected to bullying.

The NSW Government encouraged students to learn from home, where possible, for up to 15 weeks across Term 3 and 4 of 2021. During this time staff were in regular contact with families, assisting them with learning online. Teachers asked students to check in and out each day and were extra vigilant in monitoring students' social and emotional wellbeing during this time. Teachers called home regularly to check on student and parent wellbeing. Information collected from a parent survey recognised that students would benefit from communicating through Zoom. As a result, the school implemented weekly Zoom meetings for each grade. Students checked in and out daily, completing a quick online survey, in line with our Second Step Social and Emotional Learning program. As a result, stakeholders felt supported throughout the year.

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.