

# 2021 Annual Report

## Jordan Springs Public School



4669

## Introduction

The Annual Report for 2021 is provided to the community of Jordan Springs 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.

### School contact details

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Jordan Springs Public School

14-28 Cullen Avenue

JORDAN SPRINGS, 2747

<https://jordanspr-p.schools.nsw.gov.au>

[jordanspr-p.school@det.nsw.edu.au](mailto:jordanspr-p.school@det.nsw.edu.au)

02 4726 6020

## School vision

**THE VISION:** *Children are always the only future the human race has; teach them well.*

- **Provide** them with love and belonging.
- **Enable** them to be powerful.
- **Create** freedom for them to choose.
- **Inspire** them to have fun.
- **Ensure** they have everything they need to survive.

## School context

Jordan Springs Public School was established on 20 July 2020. The school is located in Western Sydney in a new housing estate known as Jordan Springs. The opening of the school was greatly anticipated and the completion of Stage One of the school has welcomed an enrolment of 340 students which has grown significantly in 2021 with over 730. Currently, we have 11% of our student population identifying as Aboriginal and 55% of our population where the students have a language background other than English.

The school has 33 learning spaces including three support classes for students living with a disability. The school incorporates an innovative and future focused educational model, including open and flexible teaching and learning areas alongside modern specialist teaching spaces. Boasting device access of 1:2, our students engage in a green learning platform with minimal impact on our environment and maximum impact on future focused pedagogies and practices.

As the school community evolves, the creation of leadership, sporting and creative arts programs will develop to reflect the students and the teachers working together in harmony. We are closely aligned with our neighbouring schools and networks which support our inclusion within the wider Cambridge Park network of schools.

In our foundation year we are collecting baseline data to develop our school community and culture focusing on all strategic directions to determine areas of improvement against the School Excellence Framework.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

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

Our School Excellence Framework focus area is:

- Learning - Learning Culture - Attendance
- Learning - Assessment - Formative Assessment
- Learning - Student Performance Measures - Value-add

### Initiatives

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

- Transition programs
- Quality School

### Resources allocated to this strategic direction

Aboriginal background: \$31,924.25

Beginning teacher support: \$40,000.00

Literacy and numeracy: \$34,337.00

Socio-economic background: \$7,747.85

Professional learning: \$29,730.08

### Summary of progress

2021 Initiatives this year included the following activities to support progress measure achievement:

- **Transitions:** Preschool to Kindergarten, K-6 Progressions in reading and numeracy, Personalised Learning Pathways
- **Quality School:** Choice Theory, Reality Therapy and Lead Management (CT/RT/LM), Quality Wellbeing

*As a result of our evaluations of the evidence collected throughout the year, our on balanced judgement, we have determined that:*

- **Transitions-**
  - Relationships with neighbouring services continued to grow and develop with plans evolving further into curriculum models of practice from the Early Years Learning Framework (EYLF) and NESA syllabus.
  - Our Transition to School Reports have had a significant increase and we will engage the teaching and learning opportunities with this and Best Start in early 2022.
  - Our knowledge and understanding of Assessing Literacy and Numeracy (ALAN) has increased as a staff with the unpacking of the progressions and embedding these into our reporting processes with staff able to identify areas of strength and areas of development for students moving into the next grade.
  - Our Personalised Learning Pathways systems of practice have evolved to include and celebrate with all stakeholders for each Aboriginal student in our school. COVID restrictions saw some barriers to families however these will be easily overcome in 2022.
- **Quality School-**
  - As a Quality School, we have supported training in CT/RT/LM this year. We have instituted Glasser Month in May to ensure all permanent staff members are trained in Basic Intensive Training.
  - The sliding scale of the percentage of people trained is a direct correlation to the increasing population of the school in students and staff.
  - With the executive staff trained in Basic Practicum and the Principal endorsed as a Practicum supervisor, staff will be able to engage Basic Practicum in 2022.
  - Our attendance data was hindered by Learning from Home however students indicated a strong sense of connection to the school and the value of our basic human needs as a driver for their wellbeing.

2022 Next Steps in activities to support our progress measures, our initiatives include the following activities:

- **Transitions:** Preschool to Kindergarten, K-6 Progressions in reading and numeracy, Inclusive Education

- **Quality School:** Choice Theory, Reality Therapy and Lead Management, Quality 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
<p>Establish relationships with preschools and families to provide Transition to School Reports to improve 2020 reports of 5% of reports provided to the school.</p> <p>Kindergarten Best Start baseline data shows where students are placed for PLAN in Yr1 2022</p> <p>Aboriginal students have Personalised Learning Pathways clearly defined by all stakeholders.</p>	<ul style="list-style-type: none"> <li>• Preschool visits organised for wk 10 and 11. Request for Transition to School Reports has been added to the school website. Individual emailed responses have been sent to all educators who have sent through their Reports to build relationships. This has resulted in a minimum of 15% of Transition to School Reports at our school as at 13 Dec 2021.</li> <li>• Kindergarten Best Start data completed in 2021 with some updates entered over the year into PLAN 2. Areas of strength in literacy and numeracy are plotted from the Semester 2 Report as well as the areas of Understanding Text and Quantifying Numbers.</li> <li>• All ATSI students have PLPs completed with all stakeholders aware and scheduled to be involved. COVID implication presented issues with this; however, the systems of practice are in place.</li> </ul>
<p>Professional Learning Schedule created for existing staff and newly appointed staff</p> <p>Principal endorsed as faculty trained</p> <p>60% of students attending above 90%</p> <p>Staff engaged in BIT</p>	<ul style="list-style-type: none"> <li>• PL schedule has supported the induction systems of practice for the school</li> <li>• Principal has been successfully endorsed as faculty trained as a practicum supervisor and working towards Basic Intensive Trainer in 2022.</li> <li>• 64% of students attending above 90%. This included a significant period of Learning from Home and a barrier to families unable to engage effectively with us remotely.</li> <li>• 57% of staff have been trained in BIT and a majority of the executive having completed their Basic Practicum. No training could be completed in Semester 2 due to COVID restrictions.</li> </ul>

## Strategic Direction 2: Innovative professionals

### Purpose

To support a vision of future focused educational delivery that promotes the conceptual understanding that every person in our school is a learner that is committed to knowing and understanding how to grow each year, every year. The purpose of this strategic direction is to build teaching and learning environments that can be sustainable as the school grows with people, spaces and innovation.

Our School Excellence Framework area is:

- Teaching - Effective Classroom Practice - Lesson Planning
- Leading - School Planning, Implementation and Reporting - Continuous Improvement
- Leading - Educational Leadership - Community Engagement

### 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.

- Collaborative co teaching practices
- School learning environments and change

### Resources allocated to this strategic direction

Socio-economic background: \$13,100.00

School support allocation (principal support): \$7,393.13

Professional learning: \$10,000.00

QTSS release: \$30,608.21

### Summary of progress

2021 Initiatives this year included the following activities to support progress measure achievement:

- School Learning Environments and Change: operational management, community and partnerships
- Collaborative Co Teaching Practices: Pedagogy and Curriculum, Culture

*As a result of our evaluations of the evidence collected throughout the year, our on balanced judgement, we have determined that:*

- **School Learning Environments and Change -**
  - Developing school-wide systems of practice had to be fluid and flexible, reflective of the growing population of all stakeholders. This required a significant focus on our communication platforms to support the transparency and collective efficacy of a school that had begun its school journey with health restrictions.
  - Focus groups to support the school's evolution including merit selection panels, Parents & Citizens Association and Aboriginal Education Consultative Group Yarramundi all supported us in ensuring these processes and procedures in the school were equitable and had a voice from the community.
  - Established open communication lines with families to support the learning outcomes for their children. This involved formal assessment and reporting, Personalised Learning Pathways and involvement with the Learning Support Team.
  - Established the Support Unit; three classes, 2xAU and 1xMC. The infrastructure and educational delivery required significant evaluation and adjustment to support the cognitive, physical and emotional needs of the students and their families. Parts of these processes included the creation of NDIS therapists to support students onsite for therapies relating to their educational goals and tracking these successes throughout the year.
- **Collaborative Co Teaching Practices -**
  - In the first full calendar year of operation, it was imperative to establish pedagogical practices and learning environments to support an ever-changing community with the curriculum. Support and participation in and from SLEC (School Learning Environments and Change) enabled us to engage staff in this process through induction systems at the beginning of the year and then seek to engage them within our context and also reflect this when Learning from Home. Co Teaching capabilities of teachers were varying, with some choosing alternative positions outside the school. The Co Teaching model has successfully supported student and staff diversity as well as supporting true collaborative practices in curriculum planning and delivery.
  - The establishment of Microsoft Teams as our learning platform has ensured a smooth interface with both hybrid and creative learning behaviours as seen both on site and Learning from Home.
  - Within the faculty of professional educators, the establishment of key extra-curricular groups formed and were able

to reflect our building school identity within the Department of Education and also our local community of schools. Teachers took up positions within the regional PSSA committee, state drama committee and also working groups within the Performing Arts Unit. Of the groups that began in 2021, the Kindergarten Drama Group were successful at the local "Lights Up" drama festival and were invited to perform at the State Drama Festival in Semester 2.

- The establishment of key student led initiatives included the naming of our sporting houses and the formalised structure of our student leadership. All of these initiatives reflect project based learning processes and saw depth of knowledge and understanding of our school and its heritage within the area.

## 2022 Next Steps in activities to support our progress measures, our initiatives include the following activities:

- School Learning Environments and Change: Operational Management, Community and Partnerships
- Collaborative Co Teaching Practices: Pedagogy and Curriculum, Culture, Co Teaching Curriculum and Instruction

## 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
School enrolments will demonstrate community confidence in the growth of the foundation school.	<b>So what with these data sources:</b> <ul style="list-style-type: none"> <li>• SCOUT: Enrolment reports</li> <li>• Social media data re: engagement Facebook, Insta, Website</li> <li>• Support Unit: Establishment survey</li> </ul>
Staff will show evidence in their practice that they are engaging in co teaching practices using School Learning Environments and Change pedagogy.	<b>So what with these data sources:</b> <ul style="list-style-type: none"> <li>• SLEC PL attendance sheet</li> <li>• SLEC PL evaluation</li> <li>• Microsoft Storyboards showing registration of co teaching from teachers</li> </ul>



## Strategic Direction 3: Collaborative communities

### Purpose

To create a school whose operation and educational delivery reflects future focused pedagogies and organisational systems that enable communication, clarity and transparency. Sharing our expertise, performance development and innovative technology skills to create our student centred, immersive and inclusive experiences. It is anticipated that this will inspire lifelong learning, stimulating future ready skills so students are empowered to achieve more.

Our School Excellence Framework focus area is:

- Teaching - Learning and Development - Expertise and Innovation
- Teaching - Professional Standards - Professional Practice
- Leading - Educational Leadership - Performance Management and Development
- Leading - School Resources - Technology

### 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.

- Microsoft Showcase School
- Contemporary Educational Leaders

### Resources allocated to this strategic direction

Professional learning: \$8,000.00

Low level adjustment for disability: \$5,300.49

### Summary of progress

2021 Initiatives this year included the following activities to support progress measure achievement:

- **Microsoft Showcase School:** Microsoft Teams Platform, Future Focused T4L School
- **Contemporary Educational Leaders:** Performance and Development Process

*As a result of our evaluations of the evidence collected throughout the year, our on balanced judgement, we have determined that:*

- **Microsoft Showcase School -**
  - Our school was accepted to the Incubator path of the Showcase School program to continue our education transformation journey in partnership with Microsoft. We had seven staff members selected as Microsoft Innovative Educator Experts for 2021-2022 to increase the staff capacity to utilise Microsoft tools in the classroom.
  - As a foundation school, we have distributed devices across the school to ensure all students and staff have access, with a device-to-student ratio of 1:2, enabling us to work towards a hybrid system of operation.
  - The Learning from Home period enabled staff to immerse themselves in the online digital Teams platforms to deliver teaching and learning, this resulted in a significant increase in staff capacity.
  - Expert staff in ICT have established a committee and have begun developing a digital resource to support new staff and students and other foundation schools in future focused school settings.
- **Contemporary Educational Leaders -**
  - A culture of high expectations and authenticity towards the performance and development process has been established, with all staff actively working towards their PDP with ongoing support from the school executive team.
  - The Learning from Home period enabled staff an opportunity to identify and participate in mandatory training, PL linked to school targets and PDP goals with mentoring from the senior executive team.
  - All executive team PDP goals link with school plan targets with close support from the school's lead learner to build the capacity of the team to develop an understanding of School Planning and Reporting Online.
  - Beginning teachers were provided with mentoring from the school's lead learner, utilising the What Works Best toolkit to reflect and identify areas for improvement.
  - All Homepage teachers were provided with individualised feedback against the teaching standards, reflecting their strengths and areas of development in formal reporting each semester.

2022 Next Steps in activities to support our progress measures, our initiatives include the following activities:

- Microsoft Showcase School: Microsoft Teams Platform, Future Focused T4L School

- Contemporary Educational Leaders: Performance and Development Process, Strong Start Great Teachers

### Progress towards achieving improvement measures

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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
<p>Increase staff capacity to use Microsoft tools in the classroom and staff self identified to apply for Microsoft Innovative Educator (MIE) status.</p> <p>School accepted as Microsoft Showcase Incubator</p>	<ul style="list-style-type: none"> <li>• Seven members of the teaching faculty were selected as Microsoft Innovative Educator Experts for 2021-2022.</li> <li>• Jordan Springs Public School was accepted to the Incubator path of the Showcase School program.</li> </ul>
<p>Staff will indicate their learning within their PDP as a tool to support their professional development.</p> <p>80% of staff will identify confidence in the leadership of the school to support their professional performance and development.</p>	<ul style="list-style-type: none"> <li>• 100% of staff completed a PDP</li> <li>• SCOUT: Professional Development and Staff Compliance</li> <li>• TTFM data</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$31,890.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Jordan Springs Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around behaviour intervention and curriculum adjustments</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Targeted students have had the opportunity to work within classrooms and small groups on their learning goals. It has supported students to be included in all learning opportunities and for the teachers to broaden their teaching and learning skillset to engage social, behaviour and academic learning goals as outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To plan sessions with the wrap around support to review learning goals and adjust the next steps in social, behavioural and academic milestones.</p>
<p>Socio-economic background</p> <p>\$58,947.85</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Jordan Springs Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Transition programs</li> <li>• Quality School</li> <li>• School learning environments and change</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• employment of additional staff to support phonics program implementation.</li> <li>• professional development of staff around phonics to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The school developing their quality learning school culture, the quality wellbeing initiative has supported professional learning, resources and employment of additional staff to support staff and students to engage Choice Theory, Reality Therapy and Lead Management.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Into next year, the focus will continue to support this evolution and also to support the induction of new staff and students into our wellbeing platform.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Jordan Springs Public School. Funds under</p>

<p>\$31,924.25</p>	<p>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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Transition programs</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff, students and community being able to meet together and plan the pathway moving forward for students. This has supported the creation of Personalised Learning Pathways (PLPs) and provided professional learning to staff about the importance of culture and academic achievement for Aboriginal students. The funding supported collegial relationships to form and strengthen with our Yarramundi AECG so we can work towards continued goals as a school community.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To work towards goal setting and continued relationships to support student achievement. We will work as a school community to share quality practice and seek mentoring to be able to work towards a Reconciliation Action Plan both for the school and in collaboration with the Yarramundi AECG.</p>
<p>Low level adjustment for disability</p> <p>\$130,994.89</p>	<p>Low level adjustment for disability equity loading provides support for students at Jordan Springs Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Microsoft Showcase School</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> With the creation and embedding of our Microsoft Showcase School process, the Microsoft Innovation Experts' work centered around the provision of literacy and numeracy for students to access the curriculum outcomes and also to be able to use technology effectively to overcome obstacles in their learning. We engaged students during Learning from Home to assess their own reading with virtual running records and to also evaluate their own reading instruction through video conferencing. These all became components of the professional learning suite of staff when applying to be Microsoft Innovation Experts (MIEs).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuing this professional learning sequence to build on site and virtual capabilities to support students living with a disability to be able to assess what they can do without the barriers of what they can not do yet. We hope to roll out this learning to all staff for all students.</p>

<p>Literacy and numeracy</p> <p>\$39,337.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Jordan Springs Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Transition programs</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Engage the literacy and numeracy assessments to benchmark our students that enrolled and to support the emerging trend data of our foundation school. We were able to resource the school with programs such as MultiLit, MacqLit and eReaders for the students to engage in programs resulting from the assessment data. We engaged the funding to support our teaching faculty to develop professional learning in the literacy and numeracy progressions and a professional understanding of What Works Best - Data Informed Practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Embedding a process of data informed practices within our Microsoft Tracker system across the school will help to ensure transparency and collective efficacy of student assessment. We have built induction processes for staff to engage in professional learning for literacy and numeracy and many teachers have identified PDP goals of continued development in this area.</p>
<p>QTSS release</p> <p>\$143,286.80</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Jordan Springs Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative co teaching practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Innovation and explicit curriculum development and delivery of a foundation school. Teachers were gifted the opportunity to be supported in classrooms and within the professional learning space to create assessment systems and processes to gauge trends in the student population as they enrolled in our school. The use of off-class executive was to establish learning support structures and build our therapies in school systems of practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This is a continued area of focus for our school and for the teaching faculty. The inclusion of Assistant Principal Curriculum and Instruction aims to deepen this learning investment further. The learning and support systems of practice will also be continuing the innovation space of learning plans and differentiation based on teachers' understanding of formative and summative assessment practices.</p>

<p>COVID ILSP</p> <p>\$153,891.37</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - reading, vocabulary and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The COVID ILSP funding was used to support identified students requiring intervention to meet stage expectations in the identified areas. These students were supported by one full-time teacher and one part-time tutor. The COVID ILSP targeted 103 students with 61 students provided with literacy support and 42 students with numeracy support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The COVID ILSP will continue to target small-group intensive learning for students in Years 1 to 6 with identified focus areas in reading, vocabulary and numeracy. COVID ILSP educators will utilise the literacy and numeracy progressions to identify target students and track their progress.</p>
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## Student information

### Student enrolment profile

Students	Enrolments	
	2020	2021
Boys	150	366
Girls	162	376

### Student attendance profile

School				
Year	2018	2019	2020	2021
K				92.4
1				93.7
2				93.4
3				93.5
4				93.1
5				93.2
6				92.4
All Years				93
State DoE				
Year	2018	2019	2020	2021
K				92.8
1				92.7
2				92.6
3				92.7
4				92.5
5				92.1
6				91.5
All Years				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

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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)	1
Assistant Principal(s)	5
Classroom Teacher(s)	32.22
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	7.62

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	358,445
<b>Revenue</b>	7,203,173
Appropriation	7,088,477
Sale of Goods and Services	1,721
Grants and contributions	112,905
Investment income	71
<b>Expenses</b>	-7,065,782
Employee related	-6,062,573
Operating expenses	-1,003,209
<b>Surplus / deficit for the year</b>	137,391
<b>Closing Balance</b>	495,836

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	122,916
<b>Equity Total</b>	235,657
Equity - Aboriginal	31,924
Equity - Socio-economic	72,738
Equity - Language	0
Equity - Disability	130,995
<b>Base Total</b>	5,775,898
Base - Per Capita	184,232
Base - Location	0
Base - Other	5,591,666
<b>Other Total</b>	488,559
<b>Grand Total</b>	6,623,030

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Staff - People Matter Survey results

- Wellbeing: 97.14% of staff believe that there are people at work that care for them
- Job Satisfaction: 91.89% of staff believe that their job gives them a sense of personal accomplishment
- Teamwork and Collaboration: 91.89% of staff believe their workgroup works collaboratively to achieve its goals
- Learning and Development: 96.77% of staff believe the changes in the organisation will improve the outcomes for the community
- Senior Managers: 94.29% of staff believe the senior managers communicate the importance of customers in our work

***As a foundation school, we have strong collegiality and growth in our performance and development. Our positive learning culture is ever evolving however we have sustained a strong platform from which to support our staff.***

## Students - Tell Them From Me Survey Results

- Advocacy at school: 81-84% of students felt they had advocates at school
- Expectation for Success: over 95% of students 4-6 reported positive outcomes
- Sense of Belonging: 60-65% of students reported having a positive sense of belonging
- High Advocacy, High Expectations: 79% of our Aboriginal students believe they experience this throughout their school day

***This survey was completed while students were in lockdown. Data in this area will be important to track over time to see the transference to on site teaching and learning as well as social interactions and maturity. As a foundation school, our programs are designed to support emotional intelligence, internal psychology and a positive outcome process for all. Instilling these programs in a school that has only operated during COVID, has supported a higher than expected outcome.***

## Community - Communication and Engagement

- Communication Platforms:
- SENTRAL: 91% of students have their families using our parent portal
- Newsletter: 9 687 views of our online newsletter
- Website usage: 28 998 visits to our website, with a considerable spike on July 13 2021 of 578 page views indicating our families engagement with our online Learning from Home platform launch
- Social Media Engagement: 2 100 people follow our Facebook page with an estimated audience size of between 17-21 million
- Event Feedback:

Good Morning to the team of teachers who played a part in yesterday's Athletics Carnival, I just wanted to reach out and thank you for your efforts of organising the carnival for the infants students of the school yesterday. Nate had the best time and said it was his favourite day of school yet! The activities were great and all kids got to participate and succeed which was so nice to watch. My favourite part was watching all of the kids cheer for their friends and celebrate their efforts together with high fives and group hugs. The structure and organisation that goes into such an event is a huge task. You all did an amazing job of organising a day full of fun, that our kids got to share with their friends. I'm sure this is a special school memory that our kids will carry with them forever. The smiles on their little faces said it all! Also, thank you for giving us parents the opportunity to be involved. I know it can be a huge task with so many kids to supervise, but I think it was great that we could support our kids from a distance, whilst still fostering their independence.

- Communication Strategy Feedback:

Hello there, Hope you are doing good and staying safe. Just want to comment on the new permission slip system. It is so easy to read everything at one place and approve. Many many thanks for this, a very good initiative.

- Customer Service Feedback:

Good afternoon, I just wanted to let you know how happy and helpful your office staff are. Actually, all the teachers that work with my children are awesome. Every time I call the office, the ladies are always so helpful. They communicate any issues I have with my children to their teachers. On Thursday afternoon I called to get my kids sent to kids and drop (for the first time). Explained to her that it was the kids the first time and that my son may freak out with the change in routine and different procedures that we haven't done before. Teachers informed my kids what was happening and where they needed to go. When I pulled up to kiss and drop, the male teacher radioed for my kids to be sent out. He also told the teacher in the other end that this was my kids first time doing this. Another teacher walked the kids to where my car was and helped them with the pick up procedure. I am very impressed with how smoothly this process ran and how easily my kids adapted to the change. So from a (very over protective) mother, I just wanted to say thank you to everyone involved in this process. It made a challenging day so much easier at the end.

- Health Care Feedback:

Good afternoon, Just to confirm that my son will be having an operation, hopefully tomorrow. I was asked by the paramedics to let you know that they said that the teacher was outstanding. They said that their job would have been much harder if it wasn't for how he was with my son and they thought he was amazing. My son thinks the world of him so I would also like to say thank you on behalf of myself and my husband.

***As a foundation school, our communication and engagement with our school has been pivotal as we built a school community during COVID restrictions from its establishment in 2020. During 2021, we established our support classes and our first full year of operation so it was essential we engaged a strong online presence. We employed a social media liaison using the Principal Support Allocation to help connect our families who were yet to be able to come on site.***

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.