

2021 Annual Report

Australia Street Infants School



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Introduction

The Annual Report for 2021 is provided to the community of Australia Street Infants 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

Australia Street Infants School

Australia St

Newtown, 2042

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

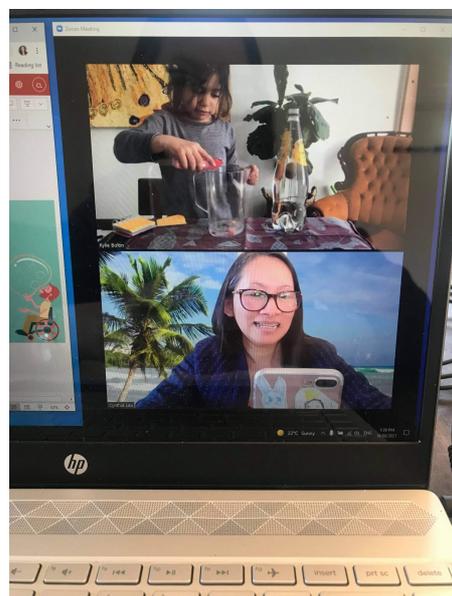
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Message from the principal

2021 was a year of considerable challenge for students, teachers and the community. The extensive remote learning made us pause and pivot with how we view and engage with education. Students, teachers and our community rose to the occasion and we really discovered how inventive and creative we really could be when needed. Students and community learning was always one of our many priorities and we set ourselves the task of continuing learning for all including our youngest learners in preschool and Lennox House. I commend the staff on the way they settled in and continued the learning for each and every student, they maintained our nurturing approach and supported each other to find their best.

While this year was unlike any other we learnt a lot and I am so proud of the the students, staff and community for bannng together to support our students continuity of learning and welfare and well being.



Remote learning during Science Week.

School vision

At Australia Street Infants School we provide an inclusive, nurturing and engaging environment to support the wellbeing and social and academic growth of all our students. Teachers, parents and students collaboratively foster a culture of high expectations, with individualised and evidence based learning practices to promote confident, creative and successful life long learners and active global citizens.

School context

Australia Street Infants School is a specialised inner west city infant school established in 1889. The School provides critical family services within a focused integrated continuum of early learning for its 140 enrolments through Lennox House community centre (0-5 years), Preschool program (3-5 years) and K-2 Infants School (4-8 years).

Australia Street Infants School is known for its small, natural environment, providing quality, innovative teaching and learning programs in a safe, nurturing and stimulating environment. Our central purpose is to provide children with the necessary knowledge, understanding, skills, values and attitudes to ensure that they are successful learners and global citizens.

We believe that learning is enhanced in an environment where children and families feel they belong, and actively encourage collaboration and connection throughout our learning community. Our P&C are extremely active and a critical element in our beautiful little school. The school provides a number of extracurricular and enrichment activities including a focus on drama with an annual drama performance and music. We provide before school, after school and vacation care onsite.

Our school works in partnership with local feeder schools to share expertise and professional learning, which in turn allows continuity of care and information for students transitioning to primary school in Year 3 and from local prior to school settings into Kindergarten.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to appropriate individual learning. Further work is required for teachers so successful planning of differentiated instruction occurs for all students including those identified as high potential and gifted.

When conducting a detailed look at our school wellbeing it was evident that student sense of belonging is an area of ongoing focus. While PBL commenced in the last school plan, our reflection of progress is consistent with the literature that suggests that behaviour is only part of wellbeing and there is more work to be done that warrants inclusion for greater engagement in learning and promoting social and emotional learning.

It became evident that when unpacking the data driven practices we are in need of tightening our underlying areas of assessment for a deep dive into the data and then feedback for students and how student can lead their learning. Work will take place on developing quality summative and formative assessment tasks and data collection practices.



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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
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

In order to maximise student learning outcomes in literacy 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. Teachers will incorporate greater differentiated instruction and targeted learning for individuals.

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 Skills and use

Resources allocated to this strategic direction

Literacy and numeracy: \$1,386.00

QTSS release: \$23,881.00

Literacy and numeracy intervention: \$23,545.00

English language proficiency: \$7,265.00

Low level adjustment for disability: \$33,635.00

School support allocation (principal support): \$11,211.00

Summary of progress

In numeracy, the key area of teachers' proficiency with the maths syllabus across K-6 featured significantly in our work in Strategic Direction 1 this year. Staff analysed teacher knowledge and a numeracy PLC was established to design and deliver professional learning. This included unpacking the mathematics syllabus in whole number, and addition and subtraction from ES1 to S3. Teachers looked at the progression of learning and shared resources on what quality teaching for differentiated numeracy lessons looked like. The AP continued to work with teachers through a data check in, where teachers were able to discuss individual students and unpack the data using the teaching and learning cycle. The Maths Data wall was effective in starting conversations between educators on the continuation of learning for all students especially our students achieving in higher stage levels. Teachers found this approach to be extremely valuable with every teacher reporting an increase in knowledge and expertise. Although remote learning did have a negative effect on the continuation of the data wall and its effectiveness.

In phonics we revised the scope and sequence and our assessments as well as unpacked PL on running records for greater understanding of students achievements. The result is that running records are including more annotation and giving more data on a students reading ability. The AP completed demonstration lessons on how to differentiate using quality literature for our high potential students in all classrooms.

As a whole school we engaged with PL and research on high expectations and really dug down to understand the why it is important to include in our class rooms.

Following on we will be engaging with the new syllabus for k-2 both English and Mathematics. We will be working with other infants schools to create a collaborative network using a case management approach to address improvements in reading. Lastly we look at how we use a range of data more effectively to plan highly differentiated teaching and learning and underpin our learning with high expectations for all students.

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
NAPLAN <ul style="list-style-type: none">• Maintain baseline of 80% of Year 3 students achieve in the top two bands or above in NAPLAN reading• Maintain baseline of 50% of Year 3 students achieve in the top two bands	NAPLAN scores indicate that 81% of students achieving in the top 2 bands or more in reading and 52% of students achieving in the top two or more skill bands for numeracy.

or above in NAPLAN numeracy	
NAPLAN value add <ul style="list-style-type: none"> Value add K-3 is trending towards Delivering 	Unable to gain data due to the changes to Best Start assessment in 2018..
Progressions <ul style="list-style-type: none"> 75% of Kindergarten achieve against Progressions in PLAN2 Understanding texts 6 Phonic knowledge and word recognition 5 Quantifying numbers 6 Additive strategies 2 	<p>When measuring the Kindergartens achievements against Progressions in PLAN2 the following was achieved:</p> <p>74% achievement in Understanding texts 6</p> <p>100% achievement in Phonic knowledge and word recognition 5</p> <p>74% achievement in Quantifying number 6</p> <p>100% achievement in Additive strategies 2</p>
Reading <ul style="list-style-type: none"> Kindergarten - 90% at or above achievement, 40% above achievement Year 1 - 90% at or above achievement, 76% above achievement year 2 - 95% at or above achievement, 75% above achievement 	<p>When measuring improvements in reading achievements the following was achieved:</p> <p>Kindergarten - 78% at or above, 41% above achievement</p> <p>Year 1 - 93% at or above achievement, 68% above achievement</p> <p>Year 2 - 96% at or above achievement, 92% above achievement</p>
Data Skills <ul style="list-style-type: none"> Collaboration meeting notes incorporated into programs Use a variety of formal and informal methods to collect data - 40% teacher identified as 'always' monitor and reflect on the progress of every student to identify strengths and gaps in learning - 40% teacher identified as 'always' make connections between different data sources to build up a rounded picture of each student - 40% teacher identified as 'always' Use data to evaluate individual learning programs to inform a new goals for student learning - 40% teacher identified as 'always' 	<p>When measuring improvements in teachers understanding and skills with data the following was collected:</p> <ul style="list-style-type: none"> Use a variety of formal and informal methods to collect data - 50% teacher identified as 'always' monitor and reflect on the progress of every student to identify strengths and gaps in learning - 50% teacher identified as 'always' make connections between different data sources to build up a rounded picture of each student - 50% teacher identified as 'often' Use data to evaluate individual learning programs to inform a new goals for student learning - 17% teacher identified as 'always'
SEF <ul style="list-style-type: none"> SEF theme - High Expectations - sustaining and growing 	Self assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of High Expectations.

Strategic Direction 2: Student Engagement

Purpose

To ensure a safe and inclusive learning culture we will review the whole school wellbeing and welfare processes and incorporate HP & G pedagogy to boost student engagement levels. Students will build necessary skills for respectful relationships, social and emotional thinking and development through a positive learning environment.

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.

- Wellbeing Culture

Resources allocated to this strategic direction

Integration funding support: \$13,131.00

Low level adjustment for disability: \$10,700.00

Aboriginal background: \$1,000.00

English language proficiency: \$8,800.00

Professional learning: \$5,350.00

Socio-economic background: \$650.00

Summary of progress

In the area of Student Engagement teachers engaged with High Potential and Gifted Policy through PL and whole staff discussions and married this learning with High Expectations pedagogy from SD1. Students as learners PLC investigated and led professional learning on learning dispositions to support our students to become independent learners. The learning dispositions synthesises with individual learning goals and set our students up as life long learners.

The school led surveys and collected information on wellbeing and welfare to inform and create the Wellbeing for Schools Excellence Plan. Also a wellbeing hub of resources was created to support our educators during remote learning although is a valued space moving forward.

The year 1 teachers trialled engagement grids based on the 4C's of education first thing in the morning to support students on time arrival. Attendance has been affected by COVID 19 and with changes to health orders will see the school working towards its target.

Moving forward into 2022 we will be connecting Growth mindset and the learning dispositions and creating these into short sharp lessons for P-2 students to have consistence in language and understanding of what a successful and engaged learner is. Kindergarten will trial an emotional regulation program for possible roll out for the rest of the school and TPL will focus on goal setting and work in with SD3.

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
Attendance • Increase the proportion of student attending greater than 90% of the time to be at or above the lower bound system negotiated target of 93.9%	We have achieved 88.36% of our students attending 90% of the time. We have had a decrease due to remote learning and COVID measures that families had to put in place to follow NSW Health orders. We have supported our students with online learning, online clubs and online social engagements when possible.
Feel Brave Survey Data Improve students feelings about self and build capacity in strategies that students can use to positively affect negative feelings.	Feel Brave survey reflects the expected outcomes after remote learning. These results have led to a change in course and the trialling of an emotional regulation program. • I know what to do with my worries - 73 % (No increase although remained the same as 2020) • I like myself - 88% (No increase although remained the same as 2020)

<ul style="list-style-type: none"> • I know what to do with my worries - 78 % • I like myself - 92% • I know ways to calm myself down - 88% 	<ul style="list-style-type: none"> • I know ways to calm myself down - 78% (7% drop from 2020)
<p>Maths Engagement Survey</p> <p>Improvements in students attitudes to mathematics through challenging and engaging activities greater differentiation of content (SD1).</p> <ul style="list-style-type: none"> • Maths lessons are enjoyable - 70% • Maths content is challenging - 53% • Already know the content - 10% 	<p>The results of the Maths Engagement Survey were as expected when the students were surveyed not long after remote learning. Although we were able to continue the challenge we wanted for our students the lessons were not as hands on and therefore could have easily affected the enjoyment factor.</p> <ul style="list-style-type: none"> • Maths lessons are enjoyable - 48% (We had a small drop from 2020) • Maths content is challenging - 48% (Although we didn't reach the desired improvement we did have an improvement of 12%) • Already know the content - 10%
<ul style="list-style-type: none"> • SEF theme - Individual learning Needs - sustaining and growing • SEF theme Attendance - sustaining and growing 	<p>When self assessing against the School Excellence Framework the following results were achieved:</p> <ul style="list-style-type: none"> • SEF theme - Individual learning Needs - excelling • SEF theme Attendance - delivering

Strategic Direction 3: Continuous Improvement and planning

Purpose

In order to improve student learning outcomes in all KLA's staff will develop and sustain whole school processes for collecting and analysing data through high quality assessment for appropriate curriculum provision for every student. Effective feedback will assist the learner to develop confidence, self awareness and enthusiasm for learning.

Initiatives

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

- Effective Assessment

Resources allocated to this strategic direction

Literacy and numeracy: \$1,000.00

Professional learning: \$600.00

Summary of progress

This strategic direction moved slowly in 2021 because of the need to redirect resources, professional learning time and focus due to COVID 19.

With a small group attending 3 Rivers 4 Learning program the school started the journey on effective feedback and dived into teachers as the model of effective learning within a school. The program highlighted the need for the PDP process and class observations to be supported with feedback for action. This led to much inquiry discussion and research to create a model of class observations that support quality teaching and improvements to teacher practice.

Teachers did create a maths grid pre ES1 to S3 on the areas of number and addition and subtraction that linked to the data wall for implementation of student achievement.

Moving forward in 2020 we plan to implement the changes to class observations for actionable feedback. Incorporated the PL for learning intentions and success criteria and review class implementation of these strategies. Drive into feedback for action linked to goal setting with the maths grid and investigate the model for our young learners.

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
Assessments for numeracy and reading investigated PL revision on the practice of learning intentions and success criteria	Due to COVID 19 some of the professional learning had to be sidelined and this was one of the areas. In 2022 we plan to revise learning intentions and success criteria as an aspect of goal setting for improvements in student outcomes.
Assessment & Feedback <ul style="list-style-type: none">• teachers understand rubrics that clearly describe what students need to do to succeed at the various levels of proficiency - 100% teacher identified as 'always'• Teacher understanding of assessment to provide students with opportunities to reflect on their progress to inform future learning goals - 100% teacher identified as 'true'• Teacher understanding of the need to highlight to students, areas of improvement and explain why	Due to COVID 19 Assessment and Feedback had to be postponed to make way for a higher degree of wellbeing for our young learners. <ul style="list-style-type: none">• teachers understand rubrics that clearly describe what students need to do to succeed at the various levels of proficiency - 40% teacher identified as 'always'• Teacher understanding of assessment to provide students with opportunities to reflect on their progress to inform future learning goals - 65% teacher identified as 'true'• Teacher understanding of the need to highlight to students, areas of improvement and explain why improvement is needed.(using learning intentions) - 50% teacher identified as 'always'

improvement is needed.(using learning intentions) - 100% teacher identified as 'always'

SEF
• SEF theme - Instructional leadership - excelling

In the leading domain of the SEF under the sub domain of instructional leadership the school rated itself as sustaining and growing. Although improvements have been made in this space, COVID 19 meant that some of the high quality practices had to change for the remote learning and had to allow for the structure of instructional leadership to change its focus to support.

Funding sources	Impact achieved this year
Literacy and numeracy \$2,386.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Australia Street Infants 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"> • Data Skills and use • Effective Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: Support with differentiated lessons for students improvements in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Sharing of lessons and resources to build capacity across the school.</p>
Socio-economic background \$650.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Australia Street Infants 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"> • Wellbeing Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staff released to investigate wellbeing and complete the Wellbeing School Excellence Plan. <p>The allocation of this funding has resulted in: Initial investigation into areas of need and support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Trial emotional regulation support programs.</p>
Aboriginal background \$1,000.00	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Australia Street Infants 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"> • Wellbeing Culture <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 additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Support in place for Indigenous student to work towards PLP created goals.</p>

<p>Aboriginal background</p> <p>\$1,000.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continue to support Indigenous students to work towards PLP goals.</p>
<p>English language proficiency</p> <p>\$16,065.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Australia Street Infants 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"> • Data Skills and use • Wellbeing Culture <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 <p>The allocation of this funding has resulted in: Off class AP to support in class curriculum support for teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the model of off class AP for greater needs based support for teachers and staff. Improvements in teacher practice has a positive effect on student performance and outcomes.</p>
<p>Low level adjustment for disability</p> <p>\$44,335.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Australia Street Infants 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"> • Data Skills and use • Wellbeing Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: Off class AP support for teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue program in 2022.</p>
<p>School support allocation (principal support)</p> <p>\$11,211.00</p>	<p>School support allocation funding is provided to support the principal at Australia Street Infants School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staff are employed to support administrative tasks so that the principal and Assistant Principal can attend to instructional leadership of learning within and across the school. <p>The allocation of this funding has resulted in: Principal and Assistant Principal being present in classrooms and learning</p>

<p>School support allocation (principal support)</p> <p>\$11,211.00</p>	<p>spaces to support teachers in instructional feedback and support for improved teaching and learning practices.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support the administrative burden to allow the executive teaching staff to be hands on with learning.</p>
<p>QTSS release</p> <p>\$23,881.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Australia Street Infants 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"> • Data Skills and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Off class AP to support in class curriculum support for teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the model of off class AP for greater needs based support for teachers and staff. Improvements in teacher practice has a positive effect on student performance and outcomes.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,545.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Australia Street Infants 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 Skills and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: Off class AP to support in class curriculum support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the model of off class AP for greater needs based support for teachers and staff. Improvements in teacher practice has a positive effect on student performance and outcomes.</p>
<p>COVID ILSP</p> <p>\$11,211.00</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

COVID ILSP

\$11,211.00

The allocation of this funding has resulted in:

Students received needs based support for improvements in literacy and numeracy

After evaluation, the next steps to support our students with this funding will be:

Continue with small group delivery based on students literacy and numeracy needs and focus.



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	61	54	56	49
Girls	50	45	46	49

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.2	96.4	94	95.4
1	95.1	96	95	95.5
2	94.9	94.7	94.9	91
All Years	95.1	95.8	94.6	94.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
All Years	93.6	92.9	92.1	92.7

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular

attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.72
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	3.76

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	570,847
Revenue	1,811,670
Appropriation	1,681,381
Sale of Goods and Services	-7,633
Grants and contributions	136,938
Investment income	883
Other revenue	100
Expenses	-1,763,551
Employee related	-1,516,845
Operating expenses	-246,706
Surplus / deficit for the year	48,119
Closing Balance	618,966

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	0
Equity Total	62,468
Equity - Aboriginal	2,284
Equity - Socio-economic	652
Equity - Language	15,265
Equity - Disability	44,267
Base Total	969,114
Base - Per Capita	27,610
Base - Location	0
Base - Other	941,504
Other Total	483,030
Grand Total	1,514,612

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.



Parent/caregiver, student, teacher satisfaction

In 2021 the school sought the opinions of students, parents/community and staff through a variety of means.

The results of the **students** 2021 Maths Engagement Survey was as follows:

47% of students liked maths - with year 2 students having the highest percentage of students liking maths

48% of students reported the lessons were fun and 48% stated that 'sometimes' the lessons were fun

49% of students said they were challenged in maths and 32% said sometimes they were challenged in maths.

Students reported they liked the hands on and practical activities and liked it when they were learning things that they didn't already know.

Parents were asked during remote learning how we could support the learning of our young learners at home.

Feedback was mostly very positive with parents reply being:

- daily morning zoom helpful for setting up the day
- small group zooms great for knowing what goals their child was working on
- online clubs, social zooms great for connecting students and conversations at home
- 30 minute check in with the SLSO great resource for working parents/ parents unsure of what to do and also a great way to connect with the school
- parent suite of zooms very helpful
- too many zooms
- work and activities not engaging enough for students that attended the school setting

Teachers completed the What Works Best survey with the following results:

100% of teachers often/always collect a variety of information about each student's learning

100% of teachers often/always monitor and reflect on the progress of every student to identify strengths and gaps in learning

67% of teachers often/always use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students

67% of teachers often/always highlight to students areas for improvement and explain why improvement is needed

17% of teachers always provide clear learning intentions and success criteria at the beginning of the lesson



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.

