

2021 Annual Report

Glen Innes West Infants School



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Introduction

The Annual Report for 2021 is provided to the community of Glen Innes West 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

Glen Innes West Infants School

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Glen Innes, 2370

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School vision

Our vision is to provide educational experiences and opportunities that will engage and motivate all students to learn, discover and critically analyse their knowledge to equip them to become informed citizens of the future.

School context

Glen Innes West Infants School is situated in the New South Wales Northern Tablelands on the traditional land of the Ngoorabul people. The school is set on approx. 1.4ha of land with a heritage listed classroom block consisting of 3 classrooms, canteen, book room and office. There is a new office area and library built as part of the Building the Education Revolution scheme. The school also has a meeting room, used for activities such as playgroup, dance studio and 3 sets of fixed play equipment.

Glen Innes is a rural community 100km north of Armidale on the New England Highway. The major economic base for the community relies on sheep and cattle grazing. Students come to school from homes based in the township of Glen Innes, from rural holdings in the surrounding shire and from the smaller villages whose residents use Glen Innes as their major goods and services centre.

Glen Innes West Infants School has a permanent staff of 2 teachers, Instructional Leader, School Administrative Manager and General Assistant. Funding is utilised to provide 2 extra teachers and a School Learning Support Officer. Glen Innes West Infants School caters for students from Kindergarten to Year 2 with enrolments fluctuating between 30 and 40. The average FOEI over the last 3 years is 156. Approximately 40% of the students identify as being of Aboriginal or Torres Strait Islander background. 13% of students come from families where English is an additional language or dialect. Equity funds are used to provide an added layer of support to students.

The school plays an active role in the community through such events as the local Celtic Festival, Glen Innes Show, Glen Innes High School Dance Spectacular and Glenwood Reading Scheme. A high-quality dance program, delivered by a qualified dance teacher, provides opportunities in the performing arts. Specialist sporting programs are also regularly run at the school.

A small but active Parents and Citizens Association supports the school community. Glen Innes West Infants School is also supported by the Glen Innes Highlands Lioness Lions Club.

Our school focuses on providing quality educational experiences for students in their first years of schooling. We strive to provide the best care for young students who are "Beginning the Journey" in education.

Innovative programs have been developed to foster positive social, physical and academic success for all our students. All of our programs are designed to support the needs of individual students. Teachers strive to present a balanced education so that students reach individual potential across a range of skills and aptitudes by working collaboratively with the Instructional Leader to develop school wide cohesive learning opportunities. There is always a strong focus on achievement in literacy and numeracy skills.

A thorough situational analysis was conducted at the end of 2020 using internal and external data available to the school. This process also included consultation with parents via the P&C and a Facebook presentation and consultation with the wider community via the Glen Innes Highlands Lioness Lions Club. Findings indicated that, as well as the System Negotiated targets of Reading, Numeracy and Attendance, the school focus on Writing and developing a program to better engage the community in the school.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

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

Strategic Direction 1: Student growth and attainment

Purpose

By increasing the number of students demonstrating growth in Reading, Numeracy and Writing through the effective development of strong foundation skills, students will become competent, independent learners.

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.

- Reading and Numeracy
- Differentiated Writing Program

Resources allocated to this strategic direction

Early Action for Success (EAFs): \$68,605.28

Literacy and numeracy: \$3,709.37

QTSS release: \$5,605.90

Literacy and numeracy intervention: \$23,544.78

Professional learning: \$6,000.00

Summary of progress

During 2021 Glen Innes West Infants School was provided with Covid Intensive Learning Support funds (COVID ILSP) to provide tutoring and support for students required to learn from home in 2020. Three retired teachers and a university student were contracted to perform the tutoring roles. This enabled Numeracy tutoring to take place for 8 hours per week. One of the tutors was also employed to support the literacy skills of targeted Year 2 students.

Teachers began professional learning on Phonemic Awareness and the Literacy and Numeracy Digital Resource Hub. This training was interrupted by Learning From Home as teachers reallocated their time to preparing lessons and resources for students to use at home. This learning is now back on track but slightly behind schedule.

"Draw, Talk Write, Share" and "Inspiring Young Writers" were two programs implemented during 2021 to improve student writing ability. Staff were trained in these methods by the Instructional Leader who provided demonstration lessons and in classroom support. Again, Learning from home impacted this as students were not in class to receive the highly structured lessons required.

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
The number of students Reading at or above expected grade level will increase to 70% from the 2020 benchmark of 60% as measured using bench marking and the Literacy Progressions.	Students were assessed using reading bench-marking at least every 5 weeks across the year. 79% of students were reading at or above expected grade level by the end of term 4.
The number of students working at or above expected grade level in Quantifying Numbers and Additive strategies will increase to 75% from the 2020 benchmark of 69% for Quantifying Numbers and 72% for Additive Strategies as measured using the Numeracy Progressions.	The level of achievement in both these areas has not met the target. Only 50% of students are at expected level in Quantifying Number and 57% in Additive Strategies.
The number of students working at or above expected grade level in Writing	The number of students working at or above expected stage level in writing has increased to 70%. The writing programs undertaken in 2021 have been

<p>will increase to 70% from the 2020 benchmark of 62% as measured using the Literacy Progressions.</p>	<p>successful and will be built upon next year.</p>
<p>The number of students working at or above expected grade level in Numeracy will increase to 75% from the 2020 benchmark of 70% as measured using the SENA test.</p>	<p>There was an increase to 72% of the number of students achieving at or above expected grade level in Numeracy. A review of the Relational Maths program needs to be undertaken.</p>

Strategic Direction 2: Community Engagement

Purpose

By increasing the number of students attending at or above 90% of the time, students will experience greater academic success and therefore better life outcomes.

By developing greater engagement with the local community, both attendance and enrolment at Glen Innes West Infants School will increase.

Initiatives

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

- Attendance
- Community Interaction Project

Resources allocated to this strategic direction

Operational Funding: \$500.00

School support allocation (principal support): \$13,604.00

Per capita: \$7,149.00

Location: \$10,950.00

Summary of progress

During 2021 a targeted attendance program was implemented by setting up an SMS system to alert families of absences. Initially this system was very successful, however, response rates dropped in Term 2, with a slight increase in response rate in Term 3. A class weekly rewards system for best attendance was initiated and is popular with the students, however, the impact on attendance is minimal.

Glen Innes West Infants School's Little Possums Playgroup started this year. While it is too early to see the long term benefits of the playgroup in relation to improving students enrolments, there has been a solid core of 6 families attending regularly and another 4 casual families. Again Covid has impacted on playgroup with it not being operational for a long period of time and then operating under restrictions.

The Fathering Project has been on hold this year due to the inability to hold on site sessions.

During Learning from Home, "Mrs Starkey's Story Time" proved to be a popular and successful program by providing a short time of respite for parents engaging in home learning.

Staff have engaged with professional learning about First Nations People by completing the "Aboriginal Cultures and Histories" online unit.

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
The number of unexplained absences will be decreased from the 2020 benchmark of 33% to less than 50%.	The number of unexplained absences has decreased to 40%. However, the SMS system requires review as there has been a steady decrease in responses to messages about absences over the year.
40% of families indicated their intention to attend the first event held since the outbreak of COVID-19. This will be used as the baseline for improvement.	The "Presentation on the Path" was a resounding success with approximately 60% of children having a representative in attendance.

Funding sources	Impact achieved this year
<p>Literacy and numeracy</p> <p>\$3,709.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Glen Innes West 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"> • Reading and Numeracy <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 • Online program subscriptions to support literacy and numeracy • Staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: Teachers being better able to differentiate the curriculum to meet individual needs in both Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide training for staff in both literacy and numeracy with our new Assistant Principal Curriculum and Instruction to ensure effective implementation of the new English and Mathematics syllabus documents.</p>
<p>Professional learning</p> <p>\$6,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Glen Innes West 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"> • Differentiated Writing Program <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher release to allow access to professional learning to improve skills and plan the implementation of the program <p>The allocation of this funding has resulted in: 70% of students reaching expected benchmarks in writing.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue and expand this program in 2022 to ensure ongoing improvement in the number of students reaching or exceeding reading benchmark expectations.</p>
<p>Socio-economic background</p> <p>\$49,987.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glen Innes West 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement programs to support identified students with additional needs • Staff release to increase community engagement

<p>Socio-economic background</p> <p>\$49,987.00</p>	<ul style="list-style-type: none"> • Providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: The ability to have 3 small classes to support students by having a low teacher to student ratio, allowing for more individualised attention. Allowing the principal to run the Reading Recovery style individual reading program. Allowing the principal to run a playgroup to encourage community engagement with the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue with small class sizes providing individual support at point of need to meet the requirements of all students regardless of ability level .</p>
<p>Aboriginal background</p> <p>\$21,939.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glen Innes West 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of specialist additional staff (SLSO) to support Aboriginal students • Employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: The ability to have 3 small classes to support students by having a low teacher to student ratio, allowing for more individualised attention. The ability to employ School Learning Support Officers for support in Literacy. Allowing the principal to run individual reading program. Allowing the principal to run a playgroup to encourage engagement with the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support Aboriginal students by providing individual programs in reading and numeracy. This will be done by employing a School Learning Support Officer (SLSO) who will be trained by the Instructional Leader in numeracy support and employing a suitably qualified teacher to provide one on one support for students in reading.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glen Innes West 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Targeted students receiving one on one support for reading and language activities.</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continue with the reading support program for students achieving below grade expectations to ensure Aboriginal students achieve in line with non-Aboriginal students. Reengage with local health services to reinvigorate speech therapy program for targeted students. Students will be identified by using a screening test early in their school career.</p>
<p>Low level adjustment for disability</p> <p>\$31,964.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Glen Innes West 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Provision of School Learning Support Officers (SLSOs) to support students with additional needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide in classroom support by SLSOs in two classrooms to provide individual academic and well-being programs at point of need.</p>
<p>Location</p> <p>\$10,950.00</p>	<p>The location funding allocation is provided to Glen Innes West Infants School to address school needs associated with remoteness and/or isolation.</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"> • Community Interaction Project <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional staffing for teaching principal release • Paying of all excursions and visiting performances <p>The allocation of this funding has resulted in: The principal being able to support programs within the school such as playgroup, plan excursions and other activities, and special days.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue with playgroup and to engage with other local schools and organisations such as Glen Innes Preschool to ensure continuity of learning from early childhood to Year 12.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.00</p>	<p>School support allocation funding is provided to support the principal at Glen Innes West 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"> • Attendance <p>Overview of activities partially or fully funded with this initiative</p>

<p>School support allocation (principal support)</p> <p>\$13,604.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Principal release. <p>The allocation of this funding has resulted in: The principal has been allocated time to analyse programs used within the school and work with the Instructional Leader to improve teaching and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Provide extra release days for the principal as required to support and analyse programs within the school to ensure that best practice is being undertaken by all staff to drive continual improvement.</p>
<p>Early Action for Success (EAfS)</p> <p>\$68,605.28</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Glen Innes West Infants School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of Instructional Leader to support literacy and numeracy programs by training staff, assisting with data analysis in literacy and numeracy, and building the capacity of teachers to explicitly teach, assess and implement quality learning opportunities for all students • Delivery of targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on high-impact literacy and numeracy strategies and differentiation <p>The allocation of this funding has resulted in: Students attending Glen Innes West Infants School from Kindergarten to the end of Year 2 achieving an above average number of band 5 and 6 results in NAPLAN. All teachers are able to utilise the "Words Their Way" program and have been up-skilled in the teaching of writing.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engage with the new Department of Education initiative which replaces Early Action for Success. This will involve the employment of an Assistant Principal Curriculum and Instruction and then engaging with them to determine the best ways to support our students, especially in writing.</p>
<p>QTSS release</p> <p>\$5,605.90</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glen Innes West 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"> • Reading and Numeracy <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: Three small classes to support student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with small class size initiative as it is proving successful by allowing for students to receive a more personalised education. This is</p>

<p>QTSS release</p> <p>\$5,605.90</p>	<p>evidenced by 79% of students achieving at or above grade expectation in reading and an improvement in writing.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Glen Innes West 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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Strategic Improvement Plan <p>The allocation of this funding has resulted in:</p> <p>Individual reading programs being implemented for students not meeting grade expectations according to Early Action for Success requirements.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue with the reading support program for students achieving below grade expectations as per Early Action for Success criteria to ensure all students achieve in line with grade expectations.</p> <p>Employ a School Learning Support Officer (SLSO) who will be trained by the Instructional Leader in numeracy support to assist students not yet meeting grade expectations in the Quantifying Number and Additive Strategies aspects of maths.</p>
<p>COVID ILSP</p> <p>\$24,583.29</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 and educators to deliver small group tuition • Providing targeted, explicit instruction for student groups in numeracy via intensive small group tuition • Development of resources and planning of small group tuition <p>The allocation of this funding has resulted in:</p> <p>Identification of students in need of additional support in Numeracy after learning from home.</p> <p>Selected students accessing tutors for at least 2 hours a week to support them with Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to support students experiencing difficulty in Numeracy by providing in class assistance and targeted individual programs for 2 hours per week. This support will be provided by an SLSO who is supervised and trained by the Assistant Principal Curriculum and Instruction.</p>
<p>Per capita</p> <p>\$7,149.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Glen Innes West Infants School</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Per capita \$7,149.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Interaction Project <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Provision of all equipment for students • Payment for all activities for students <p>The allocation of this funding has resulted in: All students were provided with necessary equipment required to participate in all educational activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to pay for activities and equipment for all students to alleviate the issues related to Low Socio-Economic Communities, making school an inclusive and supportive experience.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	23	20	16	11
Girls	19	15	13	12

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.6	84.2	93.8	82.4
1	90.7	88.9	85.9	89.4
2	88	84.4	89.8	86.1
All Years	90	86.3	89.6	85.7
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
Classroom Teacher(s)	0.81
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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	311,871
Revenue	746,822
Appropriation	735,465
Sale of Goods and Services	3,190
Grants and contributions	8,068
Investment income	99
Expenses	-770,469
Employee related	-704,132
Operating expenses	-66,337
Surplus / deficit for the year	-23,646
Closing Balance	288,225

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	106,290
Equity - Aboriginal	21,939
Equity - Socio-economic	49,987
Equity - Language	2,400
Equity - Disability	31,964
Base Total	427,834
Base - Per Capita	7,149
Base - Location	10,950
Base - Other	409,735
Other Total	111,416
Grand Total	645,540

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

At the end of 2021 a School Culture survey was sent to all families to ensure the values and culture of the school was aligned with the expectations of the community. As part of this survey, parents were asked about the "Sense of Belonging" their child felt about our school. Unfortunately, the low response rate of parents did not allow for a comprehensive review to occur.

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.