

2021 Annual Report

Highlands School



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Introduction

The Annual Report for 2021 is provided to the community of Highlands School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

This Annual School Report reflects the first year of our new School Improvement Plan 2021-2024 (SIP) and demonstrates a great deal of growth and change at the school.

In student growth and attainment we have seen a strong cohort of students successfully finish Year 10 with their Record of School Achievement (RoSA) with all of them moving into new opportunities in gainful employment, TAFE and apprenticeships.

Our goal of 100% of students completing Year 10 with a formal qualification was very nearly attained. 100% of students now have a Personalised Learning and Support Plan and these are reviewed every six months in consultation with their families.

Strong transition practices have been established with the local schools and more and more students are making use of the ability to transition to their mainstream schools.

High expectations and a culture of growth has been central this year in establishing a culture within the school that focuses on Quality Teaching and supports student learning. Teachers have engaged in Quality Teaching Rounds and the teaching and learning programs are now visible and strongly support the students through a range of individual adjustments to the learning experiences.

The school has developed inclusive systems for student well-being and continuous improvement through the introduction and further engagement with Sentral and not just a tool to record student behavioural instances but also a place of communication between staff and home. Attendance is recorded and daily messages are sent home to parents when students are not at school and other important communications are generated through the use of SMS and email.

All staff have now been trained in the Berry Street Education Model (Trauma informed Practices) and Mental Health support and the five domains of Body, Relationships, Stamina for learning, engagement and Communication are explicitly included into teaching programs. The introduction of Positive Behaviour for learning has begun and is becoming the vehicle that we can support and implement an inclusive and positive education.

The staff have become very stable and it is a highly qualified and experienced staff with at least two having obtained Masters Degrees in Inclusive Education and many having experience in similar schools within the Public Schools network or in specialised roles within both primary and secondary settings. We were also fortunate enough to be assigned a second Assistant Principal and a School Support Officer to enable us to further develop a supportive network for our students.

Environmentally, the school classrooms are slowly being refurbished and painted so that the students have somewhere to come to that is not only supportive but a nice place to come to. Work has been completed in tidy areas around the Basketball Courts and a new General Assistants Shed has been erected to remove the unsightly 'cage' from the main quad. The tin fence has been removed so that the school now has clear sight lines and a nice open feel to it. An Art-room/presentation space has been reclaimed from one of the Machine rooms and a presentation screen/PA system erected in the hall for assemblies and the like.

While there is much to continue to work on within our current plan we feel we are making strong progress in creating a school environment that serves the needs of our students and their families. 2021 has been a year of great success as well as one of further change, while further establishing the school culture as one that supports our students to become valued and productive citizens in the community.

Nic MorrisPrincipal

School vision

At Highlands School, our vision is to prepare every student to become a valued and productive citizens in the community. To achieve this purpose, we engage every student in their education, transitioning them to a mainstream school, training facility, workforce or alternative setting.

School context

Highlands School is a School for Specific Purpose (SSP) which focuses on Positive Education and is located in Renwick, near Mittagong in the Southern Highlands. The school has a current enrolment capacity of 42 students (21 identified Behaviour Disorder (BD) 21 Multi-Categorical (MC) from schools in Wingecarribee Shire and Wollondilly in Years 5-10 that exhibit challenging behaviours, emotional disturbance and/or Autism Spectrum Disorders (ASD) and the effects of Adverse Childhood Experience's (ACE's). Our students are placed at the school through a Regional Placement Panel. Parents/caregivers visit the school prior to enrolment into one of our six classes and a transition plan is devised collaboratively with the Home school.

The school is in a semi rural setting and is well resourced with a Science Laboratory, working Industrial kitchen and Cafeteria, Basketball Court, School Hall, Playing Field., Music Room and Sensory Room. On site we also have an Aboriginal Men's Group that operates after school.

The introduction of a wider range of school based data sources is a major focus in order to support individual student growth in Literacy and Numeracy to address the lack of system wide data collection through tests such as NAPLAN. This data is centralised and available to all staff so the individual learning plans are developed using a robust and effective data-driven decision making process. The data gathered also helps to inform the School's Situational Analysis. within the four year School Excellence cycle.

Our well-being programs, including Positive Behaviour for Learning (PBL), are strongly based in whole-school Trauma-Informed Practices (TIPs) and are regularly reviewed with enhancements implemented as required. Staff are all trained in the Berry Street Education Model (BSEM) and adjust practice to ensure the five domains: Body, Stamina, Engagement and Character, all anchored by Relationships are the pedagogical lens through which daily classroom learning is informed.

Student goals for attendance and behaviour are set through a strong collaborative process that involves a positive relationship with parents/carers culminating in a Personal Learning and Support Plan (PLSP) which is reviewed regularly. Parents attend a review meeting three times a year to set goals, discuss any adjustments that can be made, and changes to situations to inform learning and improve wellbeing outcomes.

Through a strong supportive relationship with Bowral, Moss Vale and Picton High Schools a successful transition program is in place that enables the development of healthy, happy, successful and productive individuals that contribute to their own well-being and encourages a culture of realistic goal setting.

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	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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

The Self-Assessment highlights the areas of strength in the school in regards to the School Excellence Framework. There has been an emphasis on engaging students in rich learning experiences that develop skills for now and the future.

Personal goal and collaborative goal setting is a strong focus and we foster a culture of high expectations, mutually enriching community partnerships and success. This is reflected by the school performing well against all of the fourteen elements of the excellence framework.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in Literacy and Numeracy to build capacity to successfully re-integrate to mainstream schooling or the workforce. We will develop data driven practices that are refined to support academic and behavioural outcomes that are responsive to individual student need.

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.

- Student Engagement
- Transition and Accreditation

Resources allocated to this strategic direction

Aboriginal background: \$6,500.00

QTSS release: \$1,480.00

SSP supplementary funding: \$339,000.00
: \$0.00

Socio-economic background: \$35,424.00

Literacy and numeracy: \$1,365.00

Professional learning: \$7,200.00

School support allocation (principal support): \$6,500.00

SSP quality teaching support: \$6,810.00

Summary of progress

Student Growth and Attainment has been supported by utilising the School for Specific Purpose (SSP) Supplementary Funding for executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs. The allocation of this funding has resulted in enhanced student participation, engagement and learning. This support had a significant impact on the development of communication and improved behaviour for our students. There has been a 25% reduction in major negative behaviour incidence and 56% increase in positive referrals in the school system.

After evaluation, the next steps to support our students with this funding will be to support student engagement, communication, regulation and behaviour through the continuation of the executive release and the employment of additional School Learning Support Officers; to enhance home/ school communication, complex case management and improved monitoring.

In 2021 50% (7) of students left with their Record of School Achievement (RoSA), 42% (6) into employment or Apprenticeships and trainee-ships, and 14% (2) transitioned to Year 7 in their local schools. These results were in part funded by the funding for Aboriginal Background, that resulted in (100%) Aboriginal Families engaging in the PLSP process, SSP quality teaching support that has supported release time for staff to support teacher mentoring and Professional Learning that has allowed teachers to best address specific student need..

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
<ul style="list-style-type: none">• Staff are supported by PL into how to use Sentral to record student achievement against the Literacy and Numeracy Progressions	<ul style="list-style-type: none">• By supporting staff with full time executive staff available to lead student growth and attainment through effective Professional Learning, student achievement is recorded against the Literacy and Numeracy Progressions.• Extensive Professional Learning has enabled staff to use PLAN2, MultiLit and other diagnostic resources to support student achievement in Literacy as a targeted school wide focus, identified as a strong student need..• Socio-economic Funding was utilised for the employment of additional teacher to work as a part-time Literacy and Numeracy mentor with all

<ul style="list-style-type: none"> • Staff are supported by PL into how to use Sentral to record student achievement against the Literacy and Numeracy Progressions 	<p>students performing below the expected stage level.</p>
<ul style="list-style-type: none"> • All students and Parents have collaboratively established wellbeing, attendance and behaviour goals in relation to the students transition pathway in their PLSP. 	<ul style="list-style-type: none"> • 100% of Parents have had the opportunity to be involved in their child's education through review meetings that discuss the students wellbeing and behaviour goals through the negotiation of individual Personal Learning and Support Plans (PLSP's). Formal negotiations and reviews occur three times a year to support the students attainment and transition. • All teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. • Students attending >90% has risen from 2.2% in 2019 to 11.6% in 2021 despite the influence of COVID. Attendance Rate has risen from 42.9% in 2019 to 63.3% in 2021.
<ul style="list-style-type: none"> • All staff receive PL in NESA requirements and stringent assessment policy put in place with the development of common tasks. 	<ul style="list-style-type: none"> • 80% of teachers participated in observations based on the Quality Teaching Model with an emphasis on identified elements. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice. • In 2021 50% (7) of students left with their Record of School Achievement (RoSA).

Strategic Direction 2: High expectations and a culture of collaboration

Purpose

To establish a culture of High Expectations that are connected to positive behaviour, improved motivation and student self esteem producing higher levels of attendance and successful school completion., supported by a staff who collaborate through ongoing integrated and embedded Professional 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.

- Quality Teaching
- Collaboration

Resources allocated to this strategic direction

SSP quality teaching support: \$1,800.00

Aboriginal background: \$5,000.00

Professional learning: \$8,000.00

Per capita: \$23,000.00

SSP Supplementary Funding: \$22,000.00

Summary of progress

High Expectations and a culture of collaboration has been support through the use of SSP (School for Specific Purpose) supplementary funding and Professional learning funds to allow release time for observations of teaching practice to enhance teaching methods through structured feedback. A third of staff at Highlands School have engaged in Quality Teaching Rounds and it has become an accepted part of the school culture.

Strong links have been established with the local indigenous community groups with regular Men's Shed meetings taking place in the (J Block) building and vegetable patches being established. Discussions over the establishment of an indigenous women's group at the school are also underway. The allocation of Aboriginal Background funding has resulted in: an increase (>90%) in Aboriginal families engaging in the PLSP (Personal Learning and Support Plan) process and, more importantly, conversations became more authentic, supporting genuine student achievement. Tell Them From Me data indicated Aboriginal students feel like their culture is valued at school.

After evaluation funds will be allocated to focus on student expectations for success, which are trending upwards and the allocation of additional funding aimed at: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.

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
<ul style="list-style-type: none">• One round of QTR has been completed involving three or more Staff, and the process is seen as helpful to teacher professional development.	<ul style="list-style-type: none">• 66% of staff at Highlands school have complete a full cycle of Quality Teaching Rounds (QTR) observations, with COVID-19 restrictions impacting implementation of the last third of staff from participating in their allotted time frame.• Feedback from teachers who have engaged in the QTR have stated that, "participating in the rounds allowed me to reflect through observation of others on the rounds and more specifically on my own practice. While planning the lesson I had a better understanding of how the standards assist my teaching and then through my post lesson reflection it was a fantastic way to engage with planning with standards in mind/delivery with standards in mind/the impact of the class on the day and how I felt about it all. It was such a supportive process that despite being nervous at the start it has made an incredible and positive impact on my own practice." Also, "It is fantastic from the perspective of understanding the standards yet it is also

<ul style="list-style-type: none"> • One round of QTR has been completed involving three or more Staff, and the process is seen as helpful to teacher professional development. 	<p>wonderful for improving staff morale and collaboration for the benefit of the students. As much as I see the benefit for my own practice and my learning community I think it is the kids who will benefit most from a whole school approach. There is a lot to say about this and my experience and it comes down to the fact it was a wonderful opportunity that should not be a one off and will be to the benefit of our students and their learning journey."</p>
<p>Increase the proportion of students reporting Positive Expectations for Success to be at or above the School-determined target of 74%</p>	<p>1. 63% of students reported Positive Expectations for Success at Highlands School in 2021, this was below the school-determined target of 74%. With 2021 being impacted by COVID-19 making learning difficult due to having mixed delivery methods, there still was a 3% increase from 2020.</p>
<p>'Learning Culture' is assessed as Sustaining and Growing, 'Wellbeing' and 'Effective Classroom Practice' are assessed as delivering.</p>	<ul style="list-style-type: none"> • Completing the School Excellence Framework - Self assessment Survey at the end of 2021, it was determined that as a school; • "Learning Culture" was assessed at <i>delivering</i> • "Wellbeing" was assessed at <i>sustaining and growing</i> • Effective Classroom Practice was assessed at <i>sustaining and growing</i> • Whilst two of the three elements surpassed the set target, and one did not, the growth displayed in both the Wellbeing and Effective Classroom Practice will have a flow-on effect in raising the assessed level of Learning Culture at Highlands School throughout 2022

Strategic Direction 3: Inclusive systems for student wellbeing and continuous improvement

Purpose

To establish a physical environment where students and staff are safe from harm and injury and a positive emotional environment promotes a healthy lifestyle. Students sense of belonging is increasingly positive, supported by positive teacher-student relationships that promote connectiveness and reduce 'risk taking' behaviours, mental health issues and violence.

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.

- Student Wellbeing
- Explicit teaching and feedback

Resources allocated to this strategic direction

Professional learning: \$1,817.00

Socio-economic background: \$14,000.00

SSP quality teaching support: \$56,056.00

English language proficiency: \$2,400.00

Summary of progress

The development of inclusive systems for student wellbeing and continuous improvement have been established through a program that focuses on the Quality Teaching Framework and the inclusion of mentoring systems between staff. Professional Learning is fully supported for staff to constantly improve their understanding and skills in dealing with students with challenging behaviour as well as students with severe adverse childhood experiences.

Overview of activities partially or fully funded with this funding include:

- release time for staff to support teacher mentoring
- employment of staff to improve the communication between the school and internal stakeholders
- engagement of an Student Support Officer in collaboration with the classroom teacher to model how to best address areas of specific student need.

The allocation of this funding has resulted in:

- an improvement in authentic classroom engagement leading to a 447% increase in positive student referrals in 2021.

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

- to continue building student engagement through team teaching and mentoring opportunities provided by our highly qualified teachers, who are constantly engaged in new and innovative Professional Learning.
- to support student engagement, communication, regulation and behaviour through the employment of additional School Learning Support Officers; to enhance home/ school communication, complex case management and improved monitoring.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of positive behaviour incident reports on Sentral to be at or above a School-determined target of 45% of all records.	<ul style="list-style-type: none">• In 2020 the percentage of positive incident reports stood at 38% of all incident reports. In comparison with major negative reports alone then the number of positive incident reports stood at 97%.• In 2021 the number of positive incident reports overtook the number of negative reports. The number of negative incidents reported by staff dropped to became only 40% of all reports made.

<p>Increase the proportion of students reporting a Positive sense of belonging to be at or above School-determined 30%.</p>	<ul style="list-style-type: none"> • The proportion of students indicating a positive sense of belonging at Highlands is school is 54%, a substantial level above the school determined target of 30% • Increasing from 50% in 2021 due to with a focus on student well-being and engagement due to time spent learning from home and face to face learning,
<p>Decrease the proportion of suspensions related to Physical Violence and Physical Aggression to be at or below School-determined target of 50%</p>	<ul style="list-style-type: none"> • Suspensions relating to Physical Violence and Physical Aggression accounted for 42% of total suspensions for 2021. This is showing fast progress towards embedding robust well being systems to support the students that attend Highlands School. • Progress data is as follows; 8% below school determined target <p>14% decrease on 2020 comparative data</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$67,924.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Highlands 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"> • Student Engagement • Explicit teaching and feedback • Student Wellbeing • 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 Trauma informed practices to support identified students with additional needs • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: Students achieving strong educational goals and the majority of students achieving success in external measures such as the RoSA and obtaining Apprenticeships.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further support the successful delivery of educational outcomes and to support positive behaviour choices.</p>
<p>Aboriginal background</p> <p>\$11,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Highlands 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"> • Student Engagement • Quality Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Students incorporate their cultural goals within their Personalised learning and support plans, successfully negotiated with their families.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further develop strong cultural Community links.</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 Highlands 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"> • Student Wellbeing

<p>English language proficiency</p> <p>\$2,400.00</p>	<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: Additional staffing to support and implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Location</p> <p>\$1,800.00</p>	<p>The location funding allocation is provided to Highlands 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions • incursion expenses <p>The allocation of this funding has resulted in: All students having access to rewards and subject related excursions. No student is unable to attend essential school experiences.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to fund the inclusion of all students in educational/reward excursions to promote a sense of belonging.</p>
<p>Literacy and numeracy</p> <p>\$1,365.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Highlands 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"> • Student Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: The next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Highlands</p>

<p>\$1,480.00</p>	<p>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"> • Student Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: 100% of teachers reported lessons differentiated according to students' needs</p>
<p>COVID ILSP</p> <p>\$28,530.00</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"> • providing targeted, explicit instruction for student groups in literacy/numeracy - through incorporation of Multi Lit and LEXIA programs. • releasing staff to participate in professional learning • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in; significant learning gains for our students involved in the program.</p> <p>54% of students completed a COMPASS Literacy and Numeracy Assessment to identify student's strengths and weaknesses in literacy and numeracy to help formulate small group tuition.</p> <p>77% of students completed a Reading assessment to identify struggling older readers. From this a group of students have been identified and working through the Read Write Fresh Start Program which teaches older struggling readers to read accurately with good comprehension. It is rooted in phonics and uses age-appropriate decodable texts. Classroom teacher reports indicate that students who participated in the Covid ILSP displayed greater confidence and engagement with literacy tasks.</p> <p>Check in Assessment- Data collected from check in assessments indicated that all students who participated in the Covid ILSP improved or maintained their results from term 2 and term 4 testing.</p> <p>After evaluation, the next steps to support our students with this funding will be: After Evaluation, the next steps to support our students with this funding will be; to continue small group tuition for students who require further support as identified through the school learning and support data collection</p>

<p>COVID ILSP</p> <p>\$28,530.00</p>	<p>process. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. Student results will then form the basis for future planning and resource allocation.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	33	26	30	28
Girls	4	3	3	2

Enrolment data does not reflect the fact that a number of students left early due to acquiring apprenticeships (3), left the area (2). 11.9% of students attended >than 90% of the time and 16 students had an attendance rate above 80%.

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)	2
Classroom Teacher(s)	4.51
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	8.02
Other Positions	0.2

*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	838,226
Revenue	2,532,649
Appropriation	2,522,021
Grants and contributions	10,393
Investment income	234
Expenses	-2,606,042
Employee related	-2,035,305
Operating expenses	-570,737
Surplus / deficit for the year	-73,393
Closing Balance	764,833

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.

Funds have been rolled over for school projects and renewal that for many reasons could not take place this year. Plans involving repair and renovation to the student toilets, Hall change rooms and toilets, creation of a STEM classroom (Science, Technology, English, Mathematics), supplementing the painting of the exterior and provision for the maintenance of the many trees the school has.

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	79,437
Equity - Aboriginal	9,932
Equity - Socio-economic	67,105
Equity - Language	2,400
Equity - Disability	0
Base Total	1,770,869
Base - Per Capita	23,089
Base - Location	1,834
Base - Other	1,745,946
Other Total	550,468
Grand Total	2,400,774

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

Tell Them From Me (TTFM) surveys show that parents are very supportive of the school and an active Parents and Citizens Association raised funds through a Fathers Day Raffle and other fundraising exercises in order to help fund uniform for staff and students.

Students are very happy at school and feel a strong sense of connection to their teachers and the teaching staff is stable and connected to the school. five members of staff teachers successfully obtained permanent employment at the school, one in a supervisory role.

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.

Aboriginal Education - School statement

Aboriginal Education is an important and core focus in all of our classrooms and to support this we have invited members of the local aboriginal community to talk to the students and to involve them in understanding indigenous culture and artifacts.

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.