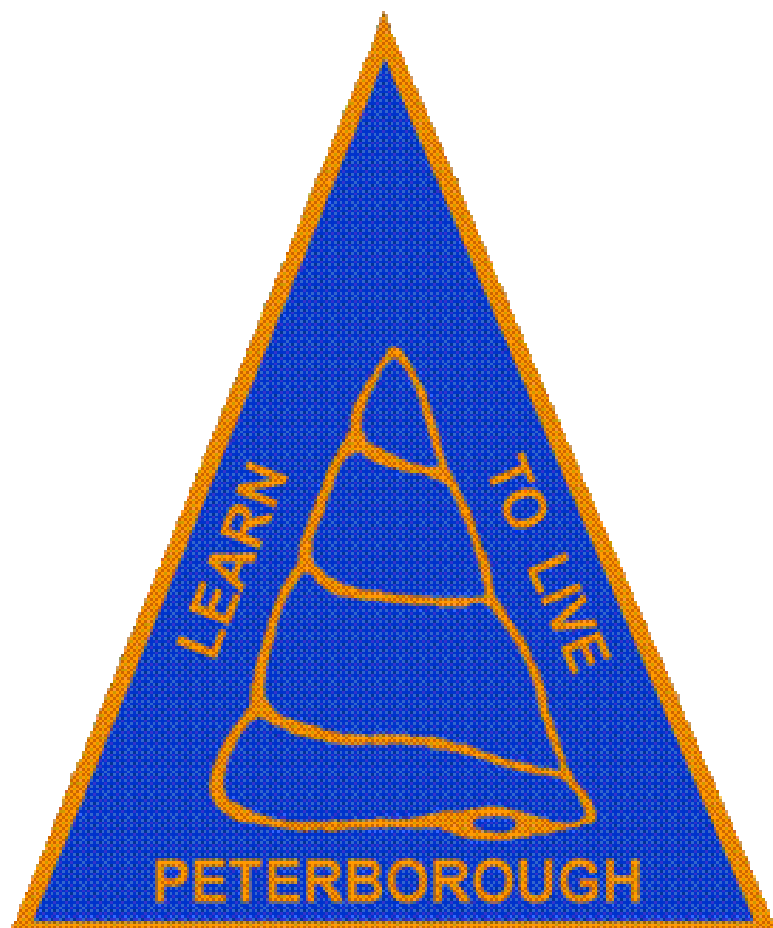


2021 Annual Report

Peterborough School



5666

Introduction

The Annual Report for 2021 is provided to the community of Peterborough 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

Peterborough School

41 William Avenue

WARILLA, 2528

www.peterboro-s.schools.nsw.edu.au

peterboro-s.school@det.nsw.edu.au

4297 1611

School vision

At Peterborough school we believe that all students can learn.

Our vision is to:

- * Provide each student with a safe, positive, inclusive and innovative learning environment
- * Develop and immerse students in school programs that are individualised and meaningful
- * Empower each student to reach their potential
- * Provide students with the tools to make a successful transition from school to future pathways

School context

Peterborough School caters for students aged 4 - 18 years of age with moderate to severe intellectual, physical and multiple disabilities including autism and mental health disorders.

Peterborough currently has 14 IO/IS classes and 2 MC classes. Students are grouped in stages where possible. Several classes have been created to cater to individual student needs where the ratio of students to staff is kept low (4 students : 3 staff, 4 students : 2 staff).

Students come from a range of socio economic backgrounds and cultures and travel to Peterborough from areas north to Dapto, South to Greenwell Point and all areas in between.

12% of students are from an Aboriginal background. Peterborough has strong links to the AECG and has worked closely with Aunty Bev Armour in informing future directions of the school.

63% of students access Assisted School Travel.

In consultation with parents, carers and support personnel staff develop individualised plans for each student. Each student works toward a minimum of 3 SMART Goals with communication a specific focus.

School staff assess students using SWANs (Developmental Assessment and Reporting for Students with Additional Needs) and the Communication MATRIX. Students are then plotted against a school developed communication and literacy continuum.

Other assessments used are the sensory motivation tool and teacher developed checklists for class and individual students.

Class programs cover all Key Learning Areas (KLA's) while still focusing on individual student learning. All KLA's are adjusted to enable equal access by all students.

Early Stage 1, Stage 1, Stage 2 and Stage 3 students work toward achieving success in K-6 curriculum areas. Students in Stages 4, 5 and 6 work toward Life Skills outcomes.

Reporting takes place at the end of each semester. Semester 1 reports focus solely on reporting on individual SMART Goals and Semester 2 reports on progress toward SMART Goals and KLA's.

All students have access to the NDIS. The majority of parents/carers have provided consent for their child's therapist to work within the context of the school environment. with the external service providers signing an agreement with the school to work toward achievement of an educational or school determined goal.

The school is supported by a Parents and Citizens Association and has strong links to the community.

Features of the school include a hydrotherapy pool, a trampoline park, sensory play spaces, a student kitchen, cafe and digital classroom. The school has four buses which are used to access the community.

The school boasts a strong performing arts program including dance and a signing choir. Specialised equipment and resources including augmentative and alternative communication devices are available to assist students achieve their potential.

Parent input into the school planning process was gained through an online platform and telephone survey with 11% of parents participating in the telephone survey and 38% responding to the online survey.

In responding to the needs outlined in our situational analysis and parent survey results the school will look at ways to strengthen the alignment between assessment (SWAN's, MATRIX), individual plans, class programs and reporting.

Adjustments of new syllabi will take place enabling students to engage in curriculum to their full potential. There will be particular focus on PDHPE, Aboriginal Education and Literacy and Numeracy K-2 as they are published. Staff will look at ways to improve both literacy and numeracy across the school and look at how STEM can be embedded.

Survey results, observations and student behaviour records indicate a need for the implementation of specific planning on the development of social skills and competencies and ways in which to support wellbeing.

A culture of high expectations and community engagement using a range of communication platforms will be embedded into school planning.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes SWANS and MATRIX assessment data will be analysed and used to drive class and individual learning plans. SMART Goals will indicate *consistent* and *frequent* levels of student success.

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 Data Use and Analysis
- Student Smart Goals

Resources allocated to this strategic direction

SSP supplementary funding: \$496,376.22

Socio-economic background: \$128,793.79

Location: \$2,107.00

Aboriginal background: \$12,810.98

English language proficiency: \$5,313.23

Literacy and numeracy: \$470.00

Summary of progress

In 2021 staff were provided with professional development based on the communication, literacy and numeracy assessment tools. The professional development focused on consistent teacher judgement and how to conduct and use each assessment tool. Staff were supported with mentoring and allocated time to complete the annual assessments for each student. Executive staff collected, plotted, and analysed the data from each assessment reflecting student progress in communication, literacy and numeracy. The Students with Additional Needs (SWANs) program and Matrix assessment tools have significantly supported student learning as they cater to the individual needs of each student.

Staff were also supported through professional development and mentoring to create individual Specific, Measurable, Achievable, Relevant, and Time-Bound (SMART) goals that meet the SMART criteria. Staff showed improvement in developing skills in writing SMART goals for each student, as demonstrated in individual student reports and data collected by the leadership team. Peterborough is participating in school wide professional learning in the '4 Blocks Literacy' philosophy and program. Additional professional learning is also being completed by staff in the writing component of the program.

Our next steps will be a continued focus on improving consistent teacher judgement across the school by ensuring all assessments are completed with a colleague to enable staff to accurately assess student achievement. Staff will continue to be mentored in writing SMART goals to ensure they are specific to each student's needs.

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
All students will be assessed against SWANs or the MATRIX in communication and literacy. All students will be plotted against the Peterborough Communication Continuum. All students will be assessed against SWANs numeracy tool. Data will be gathered and analysed by executive staff.	All students were assessed against the Peterborough Communication Continuum with 55% of students achieving in levels 1-7 (using the Matrix assessment) and 45% of students achieving in levels 8-10 (using the Students with Additional Needs (SWANs) assessment program) All students were assessed using the SWANs assessment tool in literacy and numeracy. All students were assessed using the SWANs or the MATRIX assessment tools in communication. Literacy data gathered and analysed by the leadership team indicated 3% of students moved up two levels, 30% of students moved up one level and 21% of students improved across their current level, with 32% maintaining their level.

<p>All students will be assessed against SWANs or the MATRIX in communication and literacy.</p> <p>All students will be plotted against the Peterborough Communication Continuum.</p> <p>All students will be assessed against SWANs numeracy tool.</p> <p>Data will be gathered and analysed by executive staff.</p>	<p>Numeracy data indicated 7% of students improved two levels, 29% of students improved one level, 22% of students improved across their current level and 27% of students maintained their level.</p>
<p>100% of students will be working toward a minimum of 3 SMART Goals developed in consultation with parents/carers and reviewed by supervisors.</p> <p>All students will have at least one communication goal aligned to a communication support plan.</p> <p>0% of students achieving at beginning level of success.</p>	<p>100% of students worked towards a minimum of three SMART Goals that were developed in consultation with parents/carers and reviewed by supervisors.</p> <p>94% of students had at least one communication goal aligned to a communication support plan.</p> <p>Mid year reporting indicated 1 % of students achieved a beginning progression.</p>

Strategic Direction 2: Delivering a Diverse Curriculum

Purpose

In order for our diverse student population to have equal access to curriculum, all new syllabuses will be adjusted and modified to suit the schools unique context. Innovative programs will be introduced to enable full participation in aspects of the curriculum. Parent and community engagement will be strengthened by implementing strategies to support understanding of curriculum.

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.

- Curriculum Planning Adjustments and Delivery
- Enhanced Community Engagement

Resources allocated to this strategic direction

Professional learning: \$1,504.00

Socio-economic background: \$8,200.00

Aboriginal background: \$500.00

SSP quality teaching support: \$108,752.71

Summary of progress

To support ongoing professional learning in 2021 staff were enrolled in three Jane Farrall courses which focus on Four Blocks Literacy. The development of new knowledge and skills was then reflected in individual and class programs. Many students are now trialing the use of individual writing tools. The Four Blocks literacy program is also now incorporated into class timetables. Some staff attended Aboriginal cultural experiences and workshops. The Aboriginal Year 7 and 8 mandatory syllabus was explored and possible elective program ideas were discussed. Some staff completed Science, Technology Engineering, and Mathematics (STEM) and English Language Speech Assistant (ELSA) training. Subsequently, the school subscribed to the ELSA program which will be delivered in 2022.

Staff completed K-2 English and Mathematics surveys prior to the release of the new syllabus. Teachers are now incorporating the new outcomes into their primary programs and further professional learning will be presented on school development days. Stage workshops and Family Planning Sexual Health community workshops for parents/carers were unable to occur due to COVID restrictions. A speech pathologist was contacted regarding Language Acquisition through Motor Planning (LAMP) training for staff. Due to COVID restrictions this was also unable to be delivered.

Our next steps will be to contact Family Planning and Sexual Health and organise a workshop for parents and caregivers for Semester 2. The organisation of LAMP training will take place in 2022. The school will support collaboration with staff from other professional networks and schools to trial, share and embed innovative practice.

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
All students who require support plans will be achieving expected results in toileting, eating and physical management Staff will complete online training courses (Introduction to Comprehensive Literacy Instruction for Students with CNN and AAC Evidence Based Practice: Communication for the 21st Century). After completion of the two courses staff will be able to identify an appropriate alternate pencil for each	All students who required support plans achieved expected results in toileting, eating and physical management. A number of staff were able to complete online training courses (Introduction to Comprehensive Literacy Instruction for Students with Complex Communication Needs (CNN) and Augmentative and Alternative Communication (AAC) Evidence Based Practice: Communication for the 21st Century), although ongoing COVID 19 restrictions meant not all staff were able to complete this. Those teachers who completed the course worked on identifying an appropriate alternate pencil for each of their students. Subsequently many students showed increased engagement in writing tasks.

<p>of their students.</p> <p>Students will be showing increased engagement in writing tasks.</p> <p>AAC will be implemented by teachers during at least one lesson a day leading to increased student engagement. as evidenced by increased student responses using alternative devices.</p> <p>100% of students will have a communication smart goal.</p>	<p>AAC has been implemented in some classes during at least one lesson a day leading to increased student engagement and 94% of students having a communication SMART goal.</p>
<p>Staff will present a workshop to parents during the course of the year related to the writing component of the Jane Farrall course</p> <p>Parents/carers will provide positive feedback through course survey at the completion of the workshop</p> <p>A baseline of attendance will be recorded.</p> <p>Early stage 1 and Stage 4 parents will participate in teacher presented information sessions involving parents of students transiting to Peterborough.</p>	<p>Staff were unable to present a parent/carers workshop relating to the writing component of the Jane Farrall course due to ongoing COVID 19 restrictions.</p> <p>Early Stage 1 and Stage 4 parents were unable to attend teacher presented information sessions with regards to students transitioning to school, however teachers were able to communicate to parents/carers information about the Peterborough Curriculum.</p>

Purpose

The school will implement new and innovative programs that will result in measurable improvement in wellbeing, engagement and social skills across the school community.

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.

- A Planned Approach to Wellbeing
- Enhancing Social Skills and Competencies

Resources allocated to this strategic direction

Per capita: \$52,774.31
QTSS release: \$26,235.61
Socio-economic background: \$8,628.00
Professional learning: \$2,000.00
School support allocation (principal support): \$31,048.59

Summary of progress

Implementation of the Mindfulness program in 2021 across the whole school, for students and staff has shown an increased awareness of mindfulness strategies. Staff have completed a survey which has indicated they would like more training on mindfulness. The introduction of the therapy dog Ollie was also very successful. Students became increasingly comfortable with Ollie in the classroom and learned the skills of interacting with her appropriately. Ultimately, this created a calm learning environment across the two classes where Ollie was present. Ollie spent successful 20 minute one-on-one sessions with a student who, until recently suffered from severe anxiety around dogs. Although Music Therapy had a successful start earlier in the year, it was significantly disrupted due to ongoing COVID-19 restrictions and guidelines. The Zones of Regulation program is used across the whole school in multiple contexts and has resulted in an improvement in student self-regulation.

Our next steps will be to continue with Mindfulness practice into the new year including staff and students, with further training for staff to be provided. A survey will be distributed to teaching staff to gather more information on the number of students using the Zones of Regulation and the level of support required. Ollie the therapy dog will recommence visits to classrooms during Term 2, 2022. On reflection, the focus of the Music Therapy program will change to take advantage of existing staff musical expertise.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Mindfulness will be implemented as part of nominated classes weekly routine . Results will be monitored (student engagement, decreased restlessness). Baseline recorded.</p> <p>Therapy dog will promote positive behaviours in two nominated classrooms as measured by decreased restlessness and increased social interaction.</p> <p>15% of students will have additional access to music therapy by participating in weekly sessions with a trained music therapist with the scope</p>	<p>Mindfulness has been implemented across most classes and embedded in weekly routines. Benefits of this implementation are being monitored through anecdotal evidence focusing on student engagement and decreasing restlessness. With ongoing COVID-19 restrictions baseline data has not been established.</p> <p>The Therapy dog Ollie has promoted positive behaviours in the two nominated classrooms. This has been measured by observations of decreased restlessness and increased social interaction of students.</p> <p>15% of students have had additional access to music therapy by participating in weekly sessions of music therapy with the scope to create music.</p>

<p>to create music.</p>	
<p>Survey results will indicate the number of students using zones of regulation independently</p> <ul style="list-style-type: none"> - selecting which zone they are in - using their tools - used as a class teaching tool (eg: morning circle) <p>Survey results will determine the gaps that exist in student social skills and competencies</p>	<p>Survey results indicate an increase of students using Zones of Regulation independently and with verbal/visual assistance. Students have achieved this by selecting which zone they are in and accessing their tools, once they have been asked. Zones of regulation is used as a whole class teaching tool (e.g: morning circle).</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$145,621.79</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Peterborough 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"> • Effective Data Use and Analysis • Student Smart Goals • Enhanced Community Engagement • Curriculum Planning Adjustments and Delivery • A Planned Approach to Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement individualised teaching learning programs to support identified students with additional needs • equitable access to specialist resources <p>The allocation of this funding has resulted in: improved individualised teaching and learning with continued focus on differentiation and engagement for all students. Funds were used to provide all students with the opportunity to access extra curricular activities, such as the music and art program.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to focus on student learning outcomes in literacy and numeracy and attendance rates. Additional learning and support will enable differentiated programs with a strong focus on individual student needs.</p>
<p>Aboriginal background</p> <p>\$13,310.98</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Peterborough 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"> • Curriculum Planning Adjustments and Delivery • Effective Data Use and Analysis <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 deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: an improved focus on the Personalised Learning Pathways (PLP) process with more authentic conversations and planning with parents/carers. PLP conversations occurred through individual planning meetings. Professional learning for staff continued with all staff participating in shared learning in relation to Aboriginal culture and traditions.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to deliver differentiated and personalised learning support to Aboriginal students. The school will engage with the Aboriginal Education Consultative Group (AECG) to plan specific programs and to enhance the current PLP processes.</p>

<p>English language proficiency</p> <p>\$5,313.23</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Peterborough 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"> • Effective Data Use and Analysis <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional English is an Additional Language or Dialect (EAL/D) support in the classroom and as part of differentiation initiatives • professional learning for teachers. <p>The allocation of this funding has resulted in: professional learning for teachers in relation to EAL/D, and in class support for identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to provide personalised and targeted support for students.</p>
<p>Location</p> <p>\$2,107.00</p>	<p>The location funding allocation is provided to Peterborough 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"> • Effective Data Use and Analysis <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising community access to enable all students to participate <p>The allocation of this funding has resulted in: increased opportunities for students to participate in community access activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to provide access for students through specific programs aligned to the curriculum.</p>
<p>Literacy and numeracy</p> <p>\$470.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Peterborough 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"> • Effective Data Use and Analysis <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • purchase of resources to support literacy programs <p>The allocation of this funding has resulted in: improved student engagement in learning as evidenced by student work samples, teacher observation, class videos and photo diaries.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to provide engaging literacy and numeracy resources and further enhance the current Peterborough book bags used by teachers to support the implementation of the literacy scope and sequence.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Peterborough</p>

<p>\$26,235.61</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"> • A Planned Approach to Wellbeing <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: team collaboration K-6 and 7-12 with teachers and non teaching staff working with the executive on professional learning opportunities, school directions and quality teaching practice. Teachers led professional learning in areas of expertise following individual research and professional readings.</p> <p>After evaluation, the next steps to support our students with this funding will be: ensuring that the leadership team continues to lead quality programs and practices based on identified school and student needs, leading strategic directions and priorities. Leaders will work with teachers to enhance the Performance and Development Plan (PDP) process with a strong focus on school and individual goals and a deeper understanding of the new department guidelines in relation to this.</p>
<p>COVID ILSP</p> <p>\$159,250.00</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 to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy • releasing staff to analyse school and student data to identify students for small group tuition <p>The allocation of this funding has resulted in: the majority of students achieving progress towards personalised literacy goals with precise individual intervention strategies and programs. Teachers participated in professional learning to support specific student needs and data was used to identify participating students as well as ongoing progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue implementation of small group tuition, incorporating the ELSA program to support the development of foundation numeracy and STEM concepts. Selected high school and primary students will have the opportunity to access the programs, based on student data and the ongoing tracking of progress.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	68	68	76	78
Girls	32	33	33	31

Attendance

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

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

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

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.66
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	19.78
Other Positions	1.08

*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	574,738
Revenue	5,459,911
Appropriation	5,420,772
Sale of Goods and Services	600
Grants and contributions	36,521
Investment income	218
Other revenue	1,800
Expenses	-5,352,669
Employee related	-5,129,311
Operating expenses	-223,359
Surplus / deficit for the year	107,242
Closing Balance	681,979

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	148,918
Equity - Aboriginal	12,811
Equity - Socio-economic	130,794
Equity - Language	5,313
Equity - Disability	0
Base Total	4,345,622
Base - Per Capita	52,774
Base - Location	2,107
Base - Other	4,290,740
Other Total	779,942
Grand Total	5,274,482

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

Ongoing COVID-19 guidelines and restrictions throughout the year impacted parent and carer attendance at school functions and face to face meetings. A large percentage of parents/carers engaged in individual parent/teacher meetings via scheduled phone calls or Zoom. These meetings were very successful with parents overwhelmingly indicating support for the school and learning programs. Facebook posts and notifications also indicated ongoing support of the school and community during a very difficult year. Parents and carers were able to participate in assemblies via live stream and Year 12 parents/carers and families attended an end of year function.

All staff are supported by executive who supervise and mentor staff with Performance and Development Plans, providing support and ongoing mentoring throughout the year. Ongoing reflection during staff and stage meetings indicated that teachers and non teaching staff feel valued and support the school's directions and future planning. Our focus for 2022 will be to introduce the Tell Them From Me survey for teachers and parents/carers.

Students value leadership roles and the School Representative Council (SRC) is widely supported with leaders contributing to fundraising, leading assemblies, playground support and providing role models for other students. SRC representation is determined through voting by students and staff.

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.