

2021 Annual Report

Sir Eric Woodward Memorial School



5675

Introduction

The Annual Report for 2021 is provided to the community of Sir Eric Woodward Memorial 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

Sir Eric Woodward Memorial School

Ayres & Acron Rds

St Ives, 2075

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School vision

We are growing together and learning for life. Every student in our school is known, valued and cared for and will be nurtured to continually improve and be challenged in a safe environment to learn.

School context

Sir Eric Woodward School (SEWS) is a K-12 school in St Ives and is part of the Pittwater Network of schools. The school offers both on site and distance education to meet the needs of a diverse student population.

The school is supported by a committed parent body and local community members. We set high expectations in a safe and supportive environment to ensure all of our students can reach their full potential. We prepare our students for rewarding lives by delivering positive and engaging learning experiences enabling them to achieve the best outcomes for success at school and beyond.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To ensure teachers use effective assessment and data informed practice to improve student outcomes in literacy, numeracy, communication and curriculum based skills for life.

Initiatives

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

- Effective Assessment
- Use of data to improve practice

Resources allocated to this strategic direction

Socio-economic background: \$31,964.00

Aboriginal background: \$4,518.00

Summary of progress

SEWS have completed a situational analysis of the usage of assessment and data based decision making practice in DESU and HSN. Through understanding the areas for development a research based process is being developed based around Personalised Learning Plans, PLP, as this is a commonality for every SEWS student. The process builds on the strengths the school has in setting meaningful goals for students. It aims to fine tune those goals, establish a mechanism to effortlessly collect data and evidence on students' progress, track that progress and support regular reviews of progress with supporting APs to make data informed decisions on when and how to move students on. This system will be rolled out across the school.

It has been imperative to fully develop a process that is fit for purpose that is evidence based. That it should be rolled out to staff, students and families once it has been tested and perfected. That staff have ownership and a rich understanding of the value and impact that the enhanced PLP process will have for students.

Clear guides on this process are being developed to guide both teachers and tutors in the home to conduct high impact formative assessment toward achieving PLP goals. Professional learning and research based bitesized films are being researched and planned, this will help to ensure that everyone will have the similar understanding of and a common assessment language to use.

Teachers across HSN and DESU are participating in the DoE Assessment for Complex Learner trial. Students in ASU are using the Check-in assessments.

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
Curriculum guides for students requiring a significant level of adjustment are understood by the SIP team in preparation for PL in 2022.	The curriculum guides have been shared amongst the SIP team, they are highly relevant for our cohorts of students and follow a student centred approach. These have been shared with teachers but they require a series of PL sessions to unpack the resources. This will occur in 2022.
Implementation of the AfCL assessments into students' programs.	Due to the impact of extended periods learning from home the Assessment for Complex Learners trial is much the same as 2020 when staff undertook assessment for students. This year, staff are more selective with the students participating and awaiting guidance from the AfCL team in regard to how implement the assessment into programs and move students on from one stage to the next.
The present level of delivery in HSN, DESU and ASU is understood, gaps in provision are identified and a plan is established to improve assessment	A detailed situational analysis was conducted within the Distance Education Support Unit and a light touch situational analysis conducted in High Support Needs in regard to the use of assessment, both formative and summative, the level of understanding surrounding systematic instruction,

<p>delivery.</p> <p>Professional learning on the use of PLAN2 for teachers in ASU and DESU students requiring a moderate level of adjustment. Investigation into the use of an assessment tool across ASU.</p> <p>Training provided to SIP team teachers on how to use the Assessment for Lateral Progress, ALP, tracking spreadsheet and add a numerical value to student progress. Trial the system within the SIP team.</p> <p>PLP goal selector/generator created to assist teachers in selected PLP goals and guiding programming.</p> <p>Seesaw set up to collate evidence of student progress.</p> <p>An assessment guide (film and paper based) is created to instruct teachers on when to assess, how to formulate PLP goals and track and then the follow through into student programming.</p> <p>Reporting template in DESU adjusted to explicitly report on PLP progress.</p> <p>Film produced to standardise assessment terminology used by teachers and tutors.</p>	<p>data collection, and data driven assessment for learning. This identified strengths in the use of baseline assessments, confidence in the range and appropriate nature of the goals selected with/for students, on going assessment did occur but it was subjective and heavily reliant on broad observations over time. Tutor and teacher decisions on when and how to move students on their learning was based on teacher intuition and some less reliable and inconsistent data collections. The situational analysis for ASU has been postponed until 2022.</p> <p>Several ASU staff are trained in the use of PLAN2. DESU teachers will be trained once the AfCL trial releases the new literacy and numeracy pre-progressions. Planning regarding an assessment tool to use across ASU is not possible until the situational analysis has occurred.</p> <p>SIP team members are now familiar with the ALP tracking spreadsheet and the philosophy behind the system. There is a dichotomy between the MAPP system and Systematic Instruction. The process SEWS intends to implement uses both the freedom of the MAPP system and the structure and rigour of Systematic Instruction. Due to Covid and delays caused by further research resulted in a trial of the new system within the SIP team being delayed. It is expected for this to occur in the first semester of 2022.</p> <p>Work has commenced on the PLP goal selector. Functional and subject learning based skills have been collated from syllabuses and reputable assessment tools from around the world. These are being ordered within a spreadsheet that can be filtered and used to make teachers aware of the range of learning opportunities available to students. Programming documents and a range of academic texts have been purchased to guide teachers in their class and individual programming. These high quality resources are targeted to support students like SEWS students.</p> <p>Seesaw has two options available for collating evidence of student progress. This can be done through placing student work in folders linked to their PLP goals and through tagging work with PLP outcomes.</p> <p>The assessment guides are being formulated. The DESU guide is around 40% complete with much of the research undertaken. A simple 'off the shelf' assessment and tracking tool is not available to cover the wide curriculum SEWS provides and to meet the diverse learning needs of our students. Detailed research was undertaken to ensure the process formulated is based on sound academically, peer reviewed methodologies. Systemic instruction drives the process with pin-pointed behaviours and a tracking systems open enough to embrace any student goal. High quality professional learning has been identified to support the development of staff capacity in using systemic instruction.</p> <p>A reporting template was created for DESU students. It was designed to highlight PLP progress to complete the PLP cycle. The F2F reporting template already highlights PLP goals and reports on their progress. This brings the reports into line with reporting guidelines from the department.</p> <p>Film production was paused due to there being no filming equipment available and no filming space. Research has been undertaken into what information to present to families and teachers so that that can know what is meant by the different elements of Systematic Instruction.</p>
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Strategic Direction 2: Student Wellbeing

Purpose

Support all of our students to connect, succeed, thrive and learn with confidence. There will be a planned approach to developing whole school wellbeing processes that support positive behaviour and high levels of wellbeing and engagement.

Initiatives

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

- Positive behaviour
- Implement a planned approach for enhancing student wellbeing

Resources allocated to this strategic direction

Summary of progress

The wellbeing team has been working towards a proactive school-wide system for establishing the social culture, individualised behaviour and academic supports needed for students to be effective learners. At its core we are aiming to teach students to Be Safe, Be Respectful and Be a Learner.

This year our focus has been to embed PBL into the school's culture through implementing a student leader program and staff training. This has of course been difficult working from home for large sections of the year. Most staff on the team have completed an introduction course and the tier 1 PBL course, in previous years or via the new online MyPL course, focusing on the implementation of PBL strategies in the school, student reward programs and student leadership programs.

Three PBL signs have been ordered which are to be displayed in each of the playgrounds. These are in conjunction with wrist bands used to encourage positive behaviour throughout the school. Currently the signs are with the graphic designers waiting for further input from the team regarding clarification of visuals. The wrist bands are to be given as a fast and frequent tangible reward for student achievement targeting SEWS playgrounds and break times in 2022.

As presented in the varied staff development day in week 7 the life skills go app is available to all teachers. This initiative program is 12 months ahead of schedule and will commence in 2022. The LifeSkills Go includes lesson material as well as an emotions check in function for student for collecting data and monitoring their wellbeing. Each teacher has a dashboard login where they can check in with students response to the daily check in. This function of the program can be used multiple times throughout the day to monitor student emotions.

An information booklet for new teachers, in particular casual teachers, has been written to guide and inform these new staff of our core PBL values to ensure consistent delivery to all students. This booklet will briefly outline our school procedures, including relevant information of students and the implementation of student and staff wellbeing across our school. The booklet will also provide information of the fast and frequent rewards as well as the life skills go app. All class SLSOs and supporting AP's have been added to your class group to assist casual staff access Lifeskills dashboard to review student emotion check ins to support wellbeing.

Finally, Ziggy our therapy dog, has been a fantastic addition to aid student wellbeing. Ziggy has helped engage students both in face to face and in distance education during social club. The Ziggy reward system is up and running and the students have responded well to this. Visual reward cards and timetables have been created and distributed to all classes. An iPad was purchased which is used by Ziggy's team to capture visual data and support the writing of newsletter articles sharing Ziggy's successes with SEWS community. Data has been collected on each face to face student interaction with Ziggy and will be used to program and plan into 2022.

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"> • Increase in the proportion of students who understand positive behaviour expectations with the use of an established reward system as outlined by the PBL framework and the use of visual signage. • Connect with colleagues through collaboration at F2F and DESU faculty meetings to reflect on student wellbeing and celebrate student achievement to ensure optimum conditions for student learning. • All teachers demonstrate high quality skills and understanding of the PBL framework as a result of high impact professional learning. • Increase student voice through the school student leader program, student surveys and student self evaluation to ensure students have opportunities to contribute to school wellbeing. 	<p>Due to long periods of learning from home the positive behaviour reward system was not commenced. The use of wristbands identifying each of the core values were purchased in 2021 to be given to students as a fast and frequent tangible reward for positive behaviour, exhibited in the playground setting. This reward system will be established in 2022. Visuals signs for each of the playgrounds have been ordered and the final draft is expected from the graphic designers for review in 2022.</p> <p>During faculty meetings opportunities were provided for staff to share positive wellbeing outcomes of students in both the face to face and distance education units and this process will continue to be embedded in meeting processes.</p> <p>All full-time teachers and several SLSO's on the Wellbeing project team have completed Department of Education Positive Behaviour for Learning (PBL) training on either an online, or a face to face platform. It is anticipated that all staff at SEWS will engage in further professional learning across 2022 to support a collaborative approach to embedding the core values of the PBL framework to support student wellbeing.</p> <p>The school student leader program was not established due to the long periods of learning from home and will be reviewed in 2022.</p>
<ul style="list-style-type: none"> • Enhanced engagement in learning by establishing a system where reluctant students have access to therapy dog while completing challenging tasks. • Increase in the number of students actively engaged in learning through the implementation of the therapy dog program. • Engage the SEWS community in the school therapy dog program to generalise animal familiarisation outside of school through SEWS online services, eg Facebook, school website, school newsletter, and Seesaw. 	<p>The introduction of the therapy dog program has proven to be quite successful. SEWS therapy dog, Ziggy, and his handler have assisted students to self-regulate their behaviour and engage in learning activities they had been previously reluctant to complete. A visual reward system was established in the form of Ziggy time cards, which teachers were able to give to students to prioritise the time spent with Ziggy. Ziggy has been a patient listener during reading activities, has participated in gross movement tasks, such as throwing a ball, and has modelled switch use for communication in face to face classes as well as during distance education student social club which met each week using Zoom.</p> <p>Student achievements have been shared with the SEWS community through regular newsletter articles, called 'Ziggy's news' and via Facebook posts. An iPad was purchased to support Ziggy's handler to take photos and videos of student interactions and place on a shared online platform for all staff to access and share across class Seesaw accounts.</p>

Strategic Direction 3: Successful transitions and personalised pathways

Purpose

To develop and support enhanced systems and practices across the school. To focus on transition programs to maximise success at school and beyond.

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 collaboration
- Successful transitions

Resources allocated to this strategic direction

English language proficiency: \$3,011.00

Summary of progress

At SEWS students have always transitioned successfully, but it was felt that systems needed tightening and strengthening. In consultation with staff across the school it was decided that all transition processes should be followed the same way for all students exiting SEWS or moving between classes. Team members worked towards achieving 2021 goals swiftly, completing remarkable success developing resources to support successful transitions. A major barrier to achieving the set goals was COVID 19, this prevented the team from creating the videos that were first planned, and supporting students to their next location, whether that be a new school or service provider. As a result, current processes were reviewed and a different yet successful approach supporting students with their transition was established.

Semester 1 and/or Semester 2 Individual Transition Plan meetings were conducted in conjunction with Support Teacher Transition personnel, class teacher and parent/carer. As a result 100% of Stage 6 students have an Individual Transition Plan (ITP), supporting collaborative school based transition planning. All Stage 6 students have been supported to connect with outside agencies and/or career expos, either in person or through online platforms.

SEWS provided parents with an opportunity to connect with NDIS coordinators, services and/or other parents through online platforms.

Supports such as personalised social stories are in place for all transitioning students to access. Social stories have been developed and are available for all students moving from SEWS to either Year 7 or post school settings.

New documentation has been developed for parents/carers to complete to best support new enrolments.

Checklists were developed for parents/carers of 16 year old and 18 year old students to support their movement to different services, eg health, financial, NDIS, DSP, tax file number, companion card, guardianship. These are distributed on a needs basis.

SEWS received funding from LINK Support Program (Year 9 to Year 12)and School to Work funding. Wellbeing packs, with accompanying videos and work booklets were created for students, supporting them on their journey to work or post school.

All teachers were encouraged to attend high impact professional learning sessions, keeping them informed of how best to support student transitions through Department of Education and NDIS. Teachers who attended PL have embedded this information in their teaching and towards future planning.

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 Stage 6 transitioning students have an Individual Transition Plan and a	All Stage 6 transitioning students have an Individual Transition Plans and a Transition Personal Learning Plan. There are an increased proportion of

<p>Transition Personal Learning Plan.</p> <p>All students in ASU classes have strong transition plans for their move from Stage 3 to Stage 4 off site.</p> <p>All parents/carers/ students are surveyed and review their transition out of SEWS.</p> <p>Review of survey data by executive in collaboration with classroom teacher to further inform internal transitions in 2022.</p>	<p>senior students prepared for their transition out of SEWS with individualised videos and social stories.</p> <p>All students in ASU classes have strong transition plans for their move from Stage 3 to Stage 4 off site.</p> <p>Towards the end of the 2021 school year surveys have been developed and at the start of 2022 parents/carers/ students will be surveyed and asked to review their transition from SEWS. In collaboration with teachers and Successful Transitions and Personalised Pathways team members the executive team will review survey data to further inform future transitions in 2023.</p>
<p>All parents/carers/ students are surveyed and review their transition into SEWS or/and transition to a new class.</p> <p>Review of survey data by executive in collaboration with classroom teacher to further inform internal transitions in 2022.</p>	<p>As a result of the resources created in 2022 an increased proportion of students are supported for their transition into SEWS with social stories, personalised plans and more recently, videos.</p> <p>Towards the end of the 2021 school year surveys have been developed and at the start of 2022 parents/carers/ students will be surveyed and asked to review their transition into SEWS or/and transition to a new class.</p> <p>In collaboration with teachers and Successful Transitions and Personalised Pathways team members the executive team will review survey data to further inform internal transitions in 2023.</p>

Funding sources	Impact achieved this year
<p>Literacy and numeracy</p> <p>\$4,411.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Sir Eric Woodward Memorial 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: A broader range of resources being utilised across the school to support developing F2F and DESU students skills across literacy and numeracy as well as consolidate/ realise targeted PLP goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Evaluation indicated that many of the above programs will be supported through funding allocation going forward to support strengthening teaching and learning practices by staff and tutors as part of the DESU program as well as individualised student assessment as part of PLP processes and actions led by the project team coordination SIP direction: 1..</p>
<p>Socio-economic background</p> <p>\$31,964.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sir Eric Woodward Memorial 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"> • Use of data to improve practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources <p>The allocation of this funding has resulted in: A greater amount of students engaging in holistic learning experiences as part of SEWS programs and initiatives.</p> <p>After evaluation, the next steps to support our students with this funding will be: To be determined on a case by case basis.</p>
<p>Aboriginal background</p> <p>\$4,518.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sir Eric Woodward Memorial 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"> • Use of data to improve practice <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

<p>Aboriginal background</p> <p>\$4,518.00</p>	<ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Resource development and dedicated teacher/ learning support allocation has resulted in increased language proficiency and engagement in personalised learning activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To be considered on a case by case basis.</p>
<p>English language proficiency</p> <p>\$3,011.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sir Eric Woodward Memorial 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 collaboration <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 • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: Observations and collated data indicate improved language and communication proficiency</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing, personalised programs and learning experiences targeting language and communication proficiency/ mastery.</p>
<p>QTSS release</p> <p>\$40,811.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sir Eric Woodward Memorial 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 initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: DP leading PL program in partnership with the principal to support funding and staff engagement in applied for and programmed PL targeted towards SIP direction realisation. Evidenced by SDD allocation of funds and program time to whole school for wellbeing program PL related to the Life Skills Go app introduction and planned application in 2022. QTSS release has allowed for DP to work closely with project team leaders to support realisation and progression of key initiatives from within each SIP direction. As well as continue to plan for and analyse professional learning opportunities for all staff to support project measures and enhance student outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing access/ application of QTSS to support project leaders and teams realise identified project measures within SIP directions.</p>

COVID ILSP

\$74,060.00

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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

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

- releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]
- providing targeted, explicit instruction for student groups in literacy/numeracy - reading comprehension, fluency and vocabulary
- development of resources and planning of small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy - whole number
- releasing staff to participate in professional learning
- leading/providing professional learning for COVID educators

The allocation of this funding has resulted in:

80% of students achieved their literacy goals and 10% achieved 95-100% of their reading comprehension goals. 100% of students receiving small group instruction for writing showed improved sentence structure.

90% of students identified in the program through PLP goals achieved significant progress towards 60-80% of the indicators for success. Review of SMART goal setting will increase capacity to provide a more accurate measure of student growth.

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

The provision of in-class support and withdrawal as appropriate for identified students based on assessment data will continue to be a school priority to improve both literacy and numeracy outcomes. A review of the Learning and Support Team's role in conjunction with the Covid - ILSP team will ensure timely identification of students requiring support and will be coordinated collaboratively by identifying students at weekly faculty meetings and supported utilising the Covid-ILSP teacher support (5 days) and SSP funded roles (4 days) in 2022.. Staff new to the team role will be provided with the necessary professional development and learning opportunities to provide small group, intensive instruction and strategies for collecting data for reporting. New scheme teachers will also be provided with training utilising the Literacy and Numeracy Hubs and other department developed online resources.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	56	53	54	54
Girls	22	24	26	26

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)	16.37
Teacher Librarian	0.2
School Administration and Support Staff	9.21

*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	1,295,169
Revenue	5,050,826
Appropriation	4,897,202
Sale of Goods and Services	3,557
Grants and contributions	148,718
Investment income	549
Other revenue	800
Expenses	-5,159,441
Employee related	-4,077,005
Operating expenses	-1,082,436
Surplus / deficit for the year	-108,615
Closing Balance	1,186,554

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	39,495
Equity - Aboriginal	4,519
Equity - Socio-economic	31,965
Equity - Language	3,012
Equity - Disability	0
Base Total	1,898,432
Base - Per Capita	70,218
Base - Location	0
Base - Other	1,828,214
Other Total	2,654,700
Grand Total	4,592,627

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

A number of informal surveys were conducted throughout the year. An example of authentic parent/carer input was the survey conducted as part of the annual student review process at SEWS. Parents/Carers were asked the following questions:

1. How successfully is the teaching and learning program catering for your child's needs as identified at the Personalised Learning Plan?
2. How well have you felt supported by the Distance Education Support Unit teacher in implementing the work via distance ?

Analysis of data:

Response to Question 1: 92% of our parent/ carers responded - with 89% of respondents stating that their child's teaching and learning program was catering for their needs very well. This was the highest possible rating.

Response to Question 2: 90% of our DESU parent/ carers responded - with 87% of respondents stating that they had been supported very well. This was the highest possible rating.

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.