

2021 Annual Report

Orange Public School



7307

Introduction

The Annual Report for 2021 is provided to the community of Orange Public 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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School vision

We are focussed on quality teaching and personalised learning, inclusive of parent community. We strive for excellence in consistency of processes towards growth in achievement, well-being and extra curricular opportunities.

School context

Orange Public School is a school steeped in heritage and a history of fine traditions. Located in the centre of the CBD, Orange Public school boasts a split site and is able to cater to its population of 730 students across two campuses. . Academic achievement, sporting prowess, and cultural immersion are embedded in everyday curriculum. High expectations are in place for all students as they actively engage in learning both in and out of the classrooms. Each classroom is equipped with the latest in technology and teachers are highly professional and well trained in the needs of the 21st-century learner. 'Deeds, not Words', our school motto, is evidenced by the implementation of the Resilience Project/ Kids Matter Program that children instill in theory and practice throughout the year. Children at OPS come from a wide variety of socio-economic and cultural backgrounds, with a 9% Aboriginal Enrolment and 9% EALD enrolment. We work in collaboration with our highly active P&C to provide our students with outstanding educational facilities and opportunities. The school has developed strong community partnerships that enhance student wellbeing and engagement.

As a result of rigorous situational analysis, our school focus for the School Improvement Plan is student growth and attainment, explicit teaching, and community engagement.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data-driven teaching practices that are responsive to the learning needs of individual students.

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.

- Evidenced based practices in Reading
- Explicit teaching in Numeracy

Resources allocated to this strategic direction

Aboriginal background: \$51,606.00
Socio-economic background: \$0.00
QTSS release: \$135,439.00
Integration funding support: \$138,376.00

Summary of progress

Evidenced-based practices in Reading

Our focus for 2021 was to develop staff knowledge and understanding, of evidence-based teaching strategies in reading and to build capacity in classroom practice. This focus represented a significant shift away from a balanced literacy approach and a movement towards teaching strategies that align with the Science of Reading. This activity involved engaging in rigorous, ongoing professional learning that led to a focus on phonemic awareness, phonics, comprehension, fluency, and vocabulary.

The implementation of DIBELS assessment early in the year afforded each teacher comprehensive reading data from which quality teaching and learning programs and cycles of intervention could be based. DIBELS allowed teachers to accurately track student achievement and growth over the year, and the data, once triangulated, gave clear reference to the future learning goals of individual students

A suite of professional learning activities was developed and implemented to build an awareness of the evidenced-based reading theory and the practical application of teaching strategies that support scientific research.

Next year in this initiative we will consolidate learning in the areas of Vocabulary and Phonics and we will continue to further develop the data literacy of teachers through the use of the DIBELS data system.

Explicit teaching in Numeracy

Our focus for 2021 was to develop teaching, learning and assessment in the area of Quantifying Number. We implemented processes for the effective recording of data and subsequent analysis using PLAN 2 software, and used the data to plan individual student learning goals.

Professional dialogue on the use of the National Numeracy Progressions was a focus for Stage teams as they collaborate to develop common assessments in Quantifying Number. Stage 2 and 3 used data gathered through Check-in assessments and compared this to school-based assessments to make judgements around student achievement. Student achievement has been tracked and shared with all stakeholders. Explicit teaching in Numeracy was a focus through the use of learning intentions and success criteria, which has become an embedded practice. Teachers developed their use of the response to intervention model when identifying students who need further support and used the gradual release of responsibility model within their planning and programming.

Next year in this initiative we will work with staff to track achievement in Additive Strategies, and will further develop our knowledge of evidenced-based teaching strategies in Numeracy.

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>2021 Progress measure</p> <p>* More than 42% (system-negotiated target baseline) of students perform in the top two (or equivalent) NAPLAN bands in reading</p>	<p>40% of students achieved in the top two skill bands (NAPLAN) for Reading. This indicates a 2% increase yet to be seen towards the annual progress measure.</p>
<p>* More than 35.4% of students perform in the top two (or equivalent) NAPLAN bands in numeracy (system negotiated target baseline)</p>	<p>29% of students achieved in the top two skills bands (NAPLAN) for Numeracy, an increase of 4% from baseline data, with 6.4% yet to be seen towards the annual progress measure.</p>

Strategic Direction 2: Teacher development in explicit teaching.

Purpose

To enhance teaching capability, and delivery of explicit, whole school, evidence-based programs, that identify student needs, ensuring student expected growth.

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.

- Visible Learning: School Impact Process
- Effective feedback

Resources allocated to this strategic direction

English language proficiency: \$14,619.00

Professional learning: \$59,915.00

Low level adjustment for disability: \$69,678.00

Summary of progress

Our focus for 2021 was to enhance teaching capability, and the delivery of explicit whole school, evidence-based programs that identify student needs, ensuring student expected growth. To achieve this, all staff were guided through the Visible Learning School Impact Process professional learning with a focus on Learning Intentions, Success Criteria, and Feedback. Staff engaged in self-paced modules, face-to-face sessions, and participated in periods of implementation and review. School leaders guided teachers in how to provide quality feedback based on pre and post-assessment. Professional dialogue on elements of Visible Learning drawn from the evidence base was a focus in stage groups and the executive team to ensure student learning was at the forefront of all practices.

Elements of professional learning were highly successful but implementation was impeded by a period of learning from home. During this time, teachers focused on providing quality feedback remotely.

Next year in this initiative we will consolidate our shift towards explicit teaching, guided by Visible Learning, and will work with staff to establish common learning dispositions to be explicitly taught in each classroom.

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
70% of staff report they discuss with students the learning goals for each lesson. 60% of staff use formal assessment tasks to help students set challenging goals. All teachers administer new DIBELS assessments, and student achievement data is stored centrally. Assessment data is collaboratively analysed and used to inform future teaching and learning.	<i>Tell them from me data indicates 86% of teachers reported they set clear learning goals for each lesson, a 16% increase from our baseline measure.</i> <i>Tell them from me data indicates 79% of teachers use formal assessment tasks to help set challenging goals., a 19% increase from our baseline measure.</i>
40% of teachers observed using highly effective feedback during planned walkthroughs. 65% of teachers give students effective	Visible Learning evaluation data indicates 80% of teachers were observed using highly effective feedback during planned walkthroughs, an increase of 40% on our baseline measure. Tell them from me data indicates 79% of teachers give students effective

feedback on how to improve their performance on assessment tasks.

feedback on how to improve their performance on formal assessment tasks, an increase of 14% on our baseline measure.

Strategic Direction 3: Community partnerships and engagement

Purpose

To strengthen connections with the school community by providing a safe, nurturing, positive learning environment where the needs of all students are valued and catered for.

To provide parents with multiple opportunities to engage in their child's 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.

- Improved student wellbeing and attendance.
- Enhancing and sustaining relationships through Community Engagement

Resources allocated to this strategic direction

QTSS release: \$0.00

Socio-economic background: \$13,125.00

Summary of progress

Our focus for 2021 was to strengthen connections with the school community by providing a safe, nurturing, positive learning environment where the needs of all students are valued and catered for. We were also focused on providing parents multiple opportunities to engage in their child's learning and strengthen key school transition points.

Over the year we have implemented a new wellbeing initiative The Resilience Project which is now embedded practice across the school. The project involved providing all students with practical and evidence-based mental health strategies to build resilience and happiness. The language of 'Gratitude, Empathy and Mindfulness' is central to all school communications and students use it in everyday interactions.

At the beginning of the year members of the executive team visited every preschool program in town to connect with educators, and work together to build a positive transition program. The Kindergarten team also visited each centre and gathered information on the learning and social needs of students starting in 2022. Due to COVID-19 regulations plans to host educators and students on our site were postponed. Through our connections with feeder preschools, we have been able to share information to ensure a strong and successful transition for our students.

Our capacity to further engage and involve the community in the school and its events has this year been impacted by restrictions but remains central to our planning for 2023. Next year we will continue to work with the community and parents to strengthen a sense of belonging within our school and consolidate productive partnerships with families.

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
84.4% of students attend school throughout the year above state expectation of 95% attendance rate. Student wellbeing measured through Tell Them From Me surveys indicate 70% of students feel accepted and valued by their peers and by others at the school.	Tell Them From Me data indicates that 71% of students feel accepted and valued by their peers and by others at the school, an increase of 1% on our baseline measure.
60% of Parents feel valued and welcomed by the school as partners in their child's learning.	Tell Them from Me date indicates that 77% of parents feel valued and welcomed by the school as partners in their child's learning, and an increase of 17% on our baseline measure..

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$138,376.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Orange Public School in mainstream classes who require moderate to high levels of adjustment.</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"> • Evidenced based practices in Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: Students receiving small-group intensive intervention programs designed to ameliorate areas of need, identified through assessment data. All eligible students demonstrated progress towards their personalised learning goals. Teachers effectively differentiated their teaching and learning programs to meet the needs of a range of learners, supported by SLSOs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to build the BOOST teacher's capacity to monitor intervention progress efficiently using appropriate measures available to them.</p>
<p>Socio-economic background</p> <p>\$79,874.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Orange Public 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"> • Evidenced based practices in Reading • Enhancing and sustaining relationships through Community Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to visit feeder preschools to enhance Kindergarten Transition and build productive partnerships with preschool educators. • staff release to facilitate additional transition opportunities for identified students. <p>The allocation of this funding has resulted in: the development and implementation of successful programs at key transition points ensuring student success. The allocation of this funding has strengthened partnerships between the school and parents/carers leading to increased engagement.</p> <p>After evaluation, the next steps to support our students with this funding will be: to enhance the participation of parents and the community, including our feeder preschools and high schools to engage with key calendar events.</p>
<p>Aboriginal background</p> <p>\$51,606.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Orange Public 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</p>

<p>Aboriginal background</p> <p>\$51,606.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidenced based practices in Reading <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 • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in: Increased engagement of Aboriginal students. Tell them from me data indicates 88% Aboriginal students feel good about their culture and 74% students believe teachers have a good understanding of their culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: delivering differentiated and personalised support to Aboriginal students through continued employment of support workers, focussing on literacy and numeracy.</p>
<p>English language proficiency</p> <p>\$24,333.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Orange Public 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"> • Visible Learning: School Impact Process • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher release time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing professional learning in developing Learning Intentions and Success Criteria differentiated to the needs of all EAL/D students</p>
<p>Low level adjustment for disability</p> <p>\$226,643.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Orange Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective feedback • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based instruction through our engagement in Visible Learning Impact Process. <p>The allocation of this funding has resulted in: the development of individualised and challenging learning goals designed to meet the needs of students with additional learning needs. Needs-based learning and support programs have been developed in response to set goals, resulting in improved learning outcomes for identified students.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Low level adjustment for disability</p> <p>\$226,643.00</p>	<p>funding will be: review progress towards learning goals for students with additional needs as part of the Learning and Support referral process.</p>
<p>Location</p> <p>\$2,959.00</p>	<p>The location funding allocation is provided to Orange Public 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"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in: The purchase of laptops for classroom use.</p> <p>After evaluation, the next steps to support our students with this funding will be: Developing and delivering professional learning designed continue to develop staff skills and knowledge in ICT.</p>
<p>Professional learning</p> <p>\$59,915.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Orange Public 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"> • Visible Learning: School Impact Process <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Ongoing whole-school professional learning based on the research behind, and practical application of Visible Learning. <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed Visible Learning practices into all classrooms k-6 resulting in improved internal assessment results.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement in the second year of the School Impact Process, focussing on feedback and embedding learning dispositions in all classrooms.</p>
<p>School support allocation (principal support)</p> <p>\$36,665.03</p>	<p>School support allocation funding is provided to support the principal at Orange Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of additional school administration support staff. <p>The allocation of this funding has resulted in: improvement of communication and administration processes within the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: evaluate communication and administration processes to ensure efficiency</p>

<p>School support allocation (principal support)</p> <p>\$36,665.03</p>	<p>and efficacy.</p>
<p>Literacy and numeracy</p> <p>\$24,469.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Orange Public 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 • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: the implementation of tier 2 and tier 3 level interventions for identified students in aspects of literacy and numeracy. This has resulted in differentiated teaching through ongoing progress monitoring and assessment for students working below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: teacher release to participate in professional learning on effective reading instruction.</p>
<p>QTSS release</p> <p>\$135,439.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Orange Public 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"> • Evidenced based practices in Reading • Improved student wellbeing and attendance. <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 • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: additional staffing to support a successful transition to school for all students through the Best Start Assessment period and initial weeks of schooling. As a result, teachers observed fewer wellbeing referrals and reported students settled into schooling quickly.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing additional staff to enhance current transition program and allow teachers additional one on one time with each transitioning student.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Orange Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Literacy and numeracy intervention</p> <p>\$94,179.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: quality differentiation in literacy and numeracy programs across the school and targeted intervention for identified students in literacy and numeracy. Internal and external data sources indicate increase achievement in reading and aspects of numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: employment of additional teachers to facilitate maths groups</p>
<p>COVID ILSP</p> <p>\$200,599.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • 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 - [focus area] <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * 4% increase in students achieving in high middle bands and a 1% decrease of students in the lower middle bands compared to 2019. *An increase of 5% more students K-6 working at or above grade expectations in reading. *The majority of students in the program achieving progress towards their personal learning goals. <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using data sources such as DIBELS, Check-in and NAPLAN to identify specific student need. The school learning and support processes has been revised to ensure the processes for the identification of students requiring support are collaborative, involve parents and carers, and are based on data that has been triangulated. In 2022 we will ensure regular progressing monitoring of students as they transition back into classrooms. Providing additional in class support for some students to continue to meet their personal learning goals will also be a priority, as will be working closely to build teacher capacity to provide strategic interventions in a classroom setting.</p>
<p>Per capita</p> <p>\$174,331.74</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Orange Public 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 operational funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff to facilitate Tier 2 and 3 Intervention

<p>Per capita</p> <p>\$174,331.74</p>	<p>groups in Literacy and Numeracy, across the school.</p> <ul style="list-style-type: none"> • Employment of additional staff to facilitate an extra hour of RFF per teacher for stage-based professional learning, student support, and collaboration (Grade Reflection). <p>The allocation of this funding has resulted in:</p> <p>In Year 5 NAPLAN 2021, we saw a 5% increase in students achieving in the top 2 bands across domains, and 11% decrease in students achieving in the bottom 3 bands across domains.</p> <p>In Year 3 NAPLAN 2021, we saw a 1% increase of students in the top 2 bands across domains and a 4% decrease of students in the bottom 3 bands across domains.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue to employ additional teachers to facilitate our Grade Reflection program and small group intervention program across the school.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	352	367	369	385
Girls	327	336	327	340

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.7	93	96.2	94.4
1	93.7	94.2	95.3	92.8
2	93.5	94.3	94.3	93.7
3	94.2	93.8	93.7	91.8
4	93.4	93.6	93.3	92.2
5	93.1	94.5	93.8	91.1
6	92.9	91.8	94.8	91.5
All Years	93.7	93.6	94.5	92.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

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)	2
Assistant Principal(s)	7
Classroom Teacher(s)	33.83
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.4
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	7.87

*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	973,112
Revenue	8,041,228
Appropriation	7,896,451
Sale of Goods and Services	11,119
Grants and contributions	122,925
Investment income	533
Other revenue	10,200
Expenses	-8,061,225
Employee related	-7,313,986
Operating expenses	-747,239
Surplus / deficit for the year	-19,997
Closing Balance	953,115

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	182,028
Equity Total	383,656
Equity - Aboriginal	51,606
Equity - Socio-economic	81,074
Equity - Language	24,332
Equity - Disability	226,643
Base Total	5,683,893
Base - Per Capita	174,332
Base - Location	2,959
Base - Other	5,506,603
Other Total	1,384,877
Grand Total	7,634,454

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.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Through surveys conducted, students were asked if they feel accepted and valued by their peers and by others at their school. 97% of students in this school had a high sense of belonging, with 88% enjoying coming to school each day. It was recorded that 89% of students in this school were interested and motivated and that 97% tried hard to succeed. 92% of students indicated that the teachers are responsive to their needs and encourage independence with a democratic approach. Statistics show that 95% of students felt the school held positive Teacher- Student relationships.

Parents indicated that 100% felt welcome at the school, whilst 95% felt they could speak easily to their child's teacher. Parents felt that 95% of all students in the school were clear on school expectations and 99% of students felt safe at school. 93% of parents felt the school had been consultative in relation to school planning and that 100% of parents believe that the schools P&C helped in improving the school.

93% of teachers at the school indicated that they felt well supported in their roles by executive staff and 94% enjoyed the challenges of teaching. 100% of staff felt they made consistent improvements to student well being and academic progress.

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.