

2021 Annual Report

Plattsburg Public School



7308

Introduction

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

Equipped for life

We maintain an inclusive environment which acknowledges and respects children from diverse family and cultural backgrounds. Outstanding outcomes in an inclusive environment - equipped for life.

School context

Our school is located in the suburb of Wallsend and has a proud history of having provided more than 150 years of public education to the community. We proudly acknowledge that we teach and learn on Awabakal land. Plattsburg has an average population of 225 with 20% identifying as Aboriginal and 12% as having a non-English speaking background. Aboriginal and EALD representation is steady across the last 3 consecutive years. School enrolment is traditionally affected by high rates of mobility and has, overall, been decreasing over the last 3 years.

The school has a strong focus on providing individualised learning opportunities for students to achieve. This includes significant access to technology, cultural experiences and alternative play opportunities.

Diversity is a key focus. Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving. Non-Aboriginal students both share and engage in learning about Aboriginal culture, histories and experiences. The school has a collaborative relationship with the Muloobinbah AECG. The cultures, experiences and identity of students from non-English speaking backgrounds are valued and celebrated with a strong focus placed on supporting all students to achieve their full potential.

Plattsburg PS works in partnership with an innovative and motivated P&C and parent community to improve outcomes and school experiences for all students. Committed to the Callaghan Education Pathways (CEP) Plattsburg PS works in a close, highly professional and strategic partnership with both high school and primary partner schools to deliver innovative as well as outstanding academic and social curricula for students across our collective learning communities, K-12.

Our situational analysis has identified that the development of school systems that support extensive differentiated learning will facilitate optimal personalised learning outcomes and growth for all students. The enhancement of systems of operation that coordinate, data driven processes, teacher feedback and reporting is needed to support the scheduled tracking of student performance that informs the best way to support and consult with the families about student progress. This includes high potential students.

A culturally safe place with highly collaborative practices underpinned by data driven processes, will drive how we work with our community to optimise student achievement.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
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	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	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.

- Differentiated Learning and Support
- Data Driven Practices

Resources allocated to this strategic direction

Socio-economic background: \$169,428.00

Literacy and numeracy: \$22,424.00

Integration funding support: \$76,866.00

Low level adjustment for disability: \$189,530.46

Per capita: \$56,595.30

COVID ILSP: \$177,982.99

English language proficiency: \$22,424.00

Early Action for Success (EaFS): \$137,210.40

Summary of progress

At the close of 2020 a meta-analysis of whole school literacy data was conducted and identified a need to prioritise all students reading with comprehension at or beyond a PM Level 30 by end of mid-year 3. Individual Student Data was used to identify individual, cohort and whole school priorities. PSLPs were articulated in November 2020 for actioning day one, 2021.

There interruption of COVID isolation at the beginning of term 3 interrupted regular data captures and the teaching and learning programs that monitor student growth and achievement.

Collated data explicitly identifies individual student reading levels with comprehension. It is this explicit marker that is recognised as the achievement level. All data is collated into Power BI; every classroom teacher is provided with their student achievement data and supported 1:1 in the analysis of data to determine future adjustments; review practice and strategies; and to evaluate the focussed interventions complementing Reading instruction.

End year data, despite COVID isolation, indicates steady growth for most students suggests that there is quality in the explicit teaching practices in our classrooms.

NAPLAN targets in Reading have been achieved for 2021 and are on track to achieve our agreed targets.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The percentage of students in Year 3 and 5 achieving in the top 2 bands for NAPLAN Numeracy is at or above 12%.	In the area of Numeracy 14.93% of students are now in the top two skill bands (NAPLAN) , indicating progress toward the annual progress measure.
The percentage of students in Year 3 and 5 achieving in the top 2 bands for NAPLAN Reading is at or above 25%.	In the area of Reading 30.43% of students are now in the top two skill bands (NAPLAN) , indicating good progress toward the annual progress measure.
The percentage of students achieving expected growth for NAPLAN	The percentage of students achieving expected growth in numeracy decreased to 51.61% indicating progress within the upper bound target.

Numeracy is at or above 50%.	
The percentage of students achieving expected growth for NAPLAN Reading is at or above 50%.	The percentage of students achieving expected growth in reading increased to 67.74%, indicating achievement of upper bound target.
Progress and achievement of equity groups within the school is equivalent to the progress and achievement of all students. Increase the percentage of Aboriginal students in Year 3 and Year 5 achieving in the top three bands in NAPLAN Reading and Numeracy.	12.5% of Aboriginal students have achieved results in the top 2 NAPLAN bands showing growth from baseline data.

Strategic Direction 2: Wellbeing and attendance

Purpose

To drive a transparent and cohesive learning culture that has student cognitive, social and physical wellbeing at its centre.

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.

- Targeted Attendance Support
- Culturally safe practices

Resources allocated to this strategic direction

School support allocation (principal support): \$14,225.85

Socio-economic background: \$6,700.73

Refugee Student Support: \$2,116.85

English language proficiency: \$5,289.88

Aboriginal background: \$67,994.39

Professional learning: \$4,000.00

Summary of progress

At the beginning of 2021 a collaborative processes was established to support student attendance and develop culturally safe practices. This involved the forming of an attendance team to drive initiatives and analyse student data and the engagement of an Aboriginal Education Officer (AEO) dedicated to the development of staff understanding of Aboriginal Culture and Histories.

The school undertook 4 Attendance Sprints that prioritised a positive and welcoming school culture for all students and that teachers shared in the responsibility for improving student attendance. All staff participated in a Gumbaynggirr language program where histories and culture were a facet of instruction.

The interruption of COVID 19 made the Gumbaynggirr language program untenable using zoom technology. Attendance initiatives were postponed until the return to face to face learning which was still being interrupted by COVID school closures.

Parent/Carer survey data indicated that parents valued school attendance and understood the importance of attendance and this triangulated to pre-covid attendance data which showed that the school was on track to meet agreed targets. The setting of attendance targets has supported a more robust and accountable process for monitoring individual attendance and identifying trends and patterns. The Gumbaynggirr language professional learning model for staff, while yielding language development, could be improved on through a structured scope and sequence and an assessment framework.

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">• 73% of students attending >90% of the time.	The number of students attending greater than 90% of the time is 70.2%.
<ul style="list-style-type: none">• TTFM survey data indicates, for all students, high levels (>90%) of satisfaction in <i>Sense of Belonging</i> and <i>Advocacy at School</i>.• TTFM survey data indicates, for Aboriginal students, high levels (>85%) of satisfaction in <i>Sense of Belonging</i> and <i>Advocacy at School</i>.	<ul style="list-style-type: none">• Tell Them From Me data indicates 58% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

Strategic Direction 3: Educational Leadership

Purpose

To develop a culture of high expectations for students, staff and the community. This will be underpinned by a focus on collaboration and explicit feedback.

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.

- Instructional Leadership
- Evidence Based Practice

Resources allocated to this strategic direction

Professional learning: \$13,346.19

Socio-economic background: \$91,841.23

QTSS release: \$43,950.26

Summary of progress

PPS executive have led all staff in a systematic monitoring and self-evaluation process across consecutive years. In 2021 the leadership team has achieved a K-6 Literacy and Numeracy assessment strategy that has facilitated changes in systems and practices. This includes strengthening the capabilities of teachers and leaders to progress school wide literacy and numeracy priorities through differentiated professional learning, engagement in evaluative measures using Assessment of learning strategies and the analysis and identification of schoolwide literacy and numeracy priorities that drive teaching and learning improvement. The strategic use of evaluation to reflect on improvement strategies in literacy and numeracy teaching and learning outcomes and student improvement has been facilitated by differentiated, high-impact professional learning that ensures the continual development and growth of teacher expertise in the teaching of literacy and numeracy across the curriculum.

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 staff to complete Scout PL and access Power BI, with mentor support in place as required.	All staff have completed SCOUT training and are supported through structured data conversations with mentors to plan, teach and evaluate the impact of evidence-informed teaching strategies for improved student outcomes in literacy and numeracy across the curriculum.
Teachers are supported to engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups.	All staff have been supported to build their knowledge and clear understanding of curriculum and syllabus requirements and effective use of teaching strategies to improve literacy and numeracy outcomes across the curriculum.
Teachers are mentored in the use of data to support the adjustment of teaching programs to meet student need.	Professional learning has ensured the continual development and growth of teacher expertise in the teaching of literacy and numeracy across the curriculum to strategically evaluate teaching and learning programs that support differentiation through the effective development, monitoring and program evaluation that is consistent with the stages of student development.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$76,866.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Plattsburg 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"> • Differentiated Learning and Support <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 • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Successful tiered support K-2 in Literacy and Numeracy and successful Personalised Learning and Support (PSLP) for Mastery Learning 3-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue a highly strategised deployment of SLSOs based on systematic data collation and analysis that prioritises at regular intervals individual student learning goals.</p>
<p>Literacy and numeracy</p> <p>\$26,393.14</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Plattsburg 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"> • Differentiated Learning and Support • 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 an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: PSLPs for identified students have been closely monitored and reviewed at regular intervals. Individual data in Literacy shows sound growth with Numeracy growth not matching that of Literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Literacy Numeracy funding ends this year. In 2022 Assistant Principal, Curriculum and Instruction positions will support Literacy and Numeracy across the whole school. These positions will continue to identify those students requiring more targetted support and build a focussed approach to Numeracy growth.</p>
<p>Refugee Student Support</p> <p>\$2,116.85</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Culturally safe practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning

<p>Refugee Student Support</p> <p>\$2,116.85</p>	<p>The allocation of this funding has resulted in: Support for families at Plattsburg and for local schools in particular communication between school and home with the Assistant Principal EALD delivering PL to the EALD Callaghan/Newcastle Networks on best practice for communication during lockdown. Translation services were used to facilitate learning and Support meetings and communicate local agencies and services that support refugees.</p> <p>After evaluation, the next steps to support our students with this funding will be: With an expected increase in EALD enrolments it will be important to maintain these high level quality communications strategies that enable refugee families to make decisions about their child's education and to participate in their education.</p>
<p>Socio-economic background</p> <p>\$330,133.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Plattsburg 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"> • Data Driven Practices • Differentiated Learning and Support • Culturally safe practices • Instructional Leadership • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs <p>The allocation of this funding has resulted in: The deployment of stable and consistent staff with defined and explicit roles has facilitated a streamlined process of PLSP/PLP coordination that is highly personalised and meaningful to students and their families. The effectiveness of this process is evidenced by 53% of total school population with articulated personal goals and majority of student achieving multiple goals across the school year.</p> <p>After evaluation, the next steps to support our students with this funding will be: The PLSP/PLP process is essential to the provision of equity to all students. This process will continue to be refined in 2022.</p>
<p>Aboriginal background</p> <p>\$67,994.39</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Plattsburg 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 enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Culturally safe practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in: Communication between Early Stage teachers and the AEO has supported teaching staff to better understand how Aboriginal students learn and the</p>

<p>Aboriginal background</p> <p>\$67,994.39</p>	<p>language skills they bring to school. All Kindergarten Aboriginal students have achieved end year expectations in Additive Strategies. Leadership capacity of Aboriginal students has been enhanced through student led projects that include use of language and cultural performance. Support for Aboriginal families and LST processes has facilitated positive and reciprocal relationships that benefit student welfare and learning progression.</p> <p>After evaluation, the next steps to support our students with this funding will be: Greater involvement of the AEO in LST processes will be a priority in 2022</p>
<p>English language proficiency</p> <p>\$27,713.88</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Plattsburg 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"> • Data Driven Practices • Culturally safe practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: Intensive Literacy and Numeracy support has resulted in 94% of students showing growth in Reading. The expertise of the teacher employed has provided higher quality and targeted work to EALD students along with reliable communication with teachers and Instructional Leaders.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 this expert teacher will be employed for an additional two days with a view to institute a model of reciprocity between families, students, teachers and Instructional Leaders.</p>
<p>Low level adjustment for disability</p> <p>\$189,530.46</p>	<p>Low level adjustment for disability equity loading provides support for students at Plattsburg 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"> • Data Driven Practices • Differentiated Learning and Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: SLSOs are deployed to support explicit and targeted personalised goals in the academic and social domains. Teacher survey data indicates high levels of satisfaction with social support in the playground. Students also identify social support and related activities as important to their participation and wellbeing. Flexible arrangements have effectively supported emergent behavioural and health needs with parents/carers indicating trust in the school to care for their child.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintaining flexible and responsive support will continue to be a focus for Plattsburg Public School.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$43,950.26</p>	<p>improve teacher quality and enhance professional practice at Plattsburg 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"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • EAfS IL allocation supplemented to provided additional time to support Literacy/Numeracy data conversations and a continuous cycle of planning and evaluating. <p>The allocation of this funding has resulted in: Structured data conversations, led by the EAfS IL, with every teacher at regular intervals throughout the year has facilitated a mastery learning approach in Literacy and Numeracy for students and a shared responsibility for planning.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 structured observations that focus on the aspect of Numeric Literacy and the elements of Writing will continue to be the platform to build collaborative practice.</p>
<p>COVID ILSP</p> <p>\$177,982.99</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"> • Differentiated Learning and Support • Data Driven Practices <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 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in: Intensive and explicit Literacy/Numeracy intervention for targetted students across the school year. End of year data indicates growth in Reading for all students supported.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of this funding will mean targetted students will be supported at a personalised level to improve achievement in Literacy/Numeracy.</p>
<p>Early Action for Success (EAfS)</p> <p>\$137,210.40</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Plattsburg Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and

Early Action for Success (EAfS)

\$137,210.40

teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation

The allocation of this funding has resulted in:

The Early Action for Success Deputy Principal (EAfS DP) has achieved a K-6 Literacy and Numeracy assessment strategy that has facilitated changes in systems and practices. This includes strengthening the capabilities of teachers and leaders to progress school wide literacy and numeracy priorities through differentiated professional learning, engagement in evaluative measures using Assessment of learning strategies and the analysis and identification of schoolwide literacy and numeracy priorities that drive teaching and learning improvement.

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

The EAfS DP position discontinues in 2022. The school has been allocated a 1.4 Assistant Principal, Curriculum and Instruction position. This leadership role will be dedicated to ensuring that literacy and numeracy knowledge and skills are embedded in curriculum and assessment; high quality teaching practices are enhanced; and the capabilities of middle leaders are strengthened in literacy and numeracy instruction.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	108	109	114	105
Girls	123	117	113	106

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.9	91.6	86.6	90.4
1	90.2	90.7	83	91.1
2	92.8	88.6	86.4	90.4
3	94.6	90.5	83	89.1
4	91.5	92.5	83.4	89.4
5	92	90.6	86.4	88.6
6	91.6	92.6	85	90.8
All Years	92.4	91.1	84.9	89.9
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
Assistant Principal(s)	3
Classroom Teacher(s)	8.25
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration and Support Staff	3.42

*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	285,995
Revenue	3,292,728
Appropriation	3,275,618
Sale of Goods and Services	1,264
Grants and contributions	15,540
Investment income	106
Other revenue	200
Expenses	-3,358,723
Employee related	-3,065,225
Operating expenses	-293,498
Surplus / deficit for the year	-65,995
Closing Balance	220,000

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	78,836
Equity Total	615,372
Equity - Aboriginal	67,994
Equity - Socio-economic	330,133
Equity - Language	27,714
Equity - Disability	189,530
Base Total	2,035,821
Base - Per Capita	56,595
Base - Location	0
Base - Other	1,979,226
Other Total	249,706
Grand Total	2,979,735

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

In 2021 parents/carers and teachers participated in the Pioneering Attendance project, conducted by the Department of Education and the Department of Customer Service. In this project, some schools were asked to prepare and send weekly SMS messages to parents (treatment schools). Other schools (Plattsburg) were not asked to send these messages (control schools). The goal of these SMS was to increase parental/carer engagement with their child's learning and boost student attendance rates.

As part of this process, parents/carers and staff from our school were invited to complete surveys.

The survey asked questions designed to measure parental engagement and satisfaction across several areas:

- How our school communicates about learning
- How our school fosters a sense of belonging
- How parents/carers relate to their children and teachers

Plattsburg's highest scoring responses from parents and carers indicated the following areas of strength:

- Parents/carers are greeted warmly when they call my child's school
- Parents/carers are greeted warmly when they visit my child's school
- My child's school gives me clear information on how my child is getting on
- Teachers care about helping me understand what my child is learning
- My child's teacher gives me practical information that I can use at home to help my child learn

Plattsburg's lowest scoring responses reflects areas parents/carers felt less engaged, relative to the average of all control schools:

- Parents/carers are invited to visit the classrooms to participate in learning activities
- I believe it's my responsibility to communicate with my child's teacher regularly
- I regularly help my child with homework

Overall, Plattsburg parents and carers reported higher levels of satisfaction in engagement, communication and how the school fosters a sense of belonging.

Staff were asked to respond to the parental engagement questions in the survey. These questions measured staff perspectives on how parents engage with their child's learning and the interactions staff have with parents. Teacher responses indicated a significant mismatch between their perceptions of parent/carer interest; 56% of staff felt parents/cares were not interested in their child's education while 3% of parents/carers felt teachers were not interested in their child's learning. Overall, staff responses showed levels of dissatisfaction with their ability to build trusting relationships with parents/carers and their ability to work closely with parents to meet their child's learning needs

Conclusion

Parent/carer survey responses demonstrate an overall positive level of satisfaction with the school while staff do not feel they are doing enough. Time was identified equally by parents/carers and staff as an obstacle to engagement. 2021 was an unusual and disrupted year due to COVID and home schooling. The fact that staff were not on site for a large period of time could suggest, for them, a disconnect due to the removal of daily proximity.

Future Directions

Moving into 2022 and, hopefully, away from COVID interruption, the school will endeavour to re-institute the simple rites of passage (Easter Hat, Sports Carnival) that bring community and staff together in a relaxed and social way that supports the establishment and growth of relationships and builds rapport. Engaging with an active P&C will facilitate greater sense of belonging for community and students and support staff to be acknowledged for their efforts and shift their perceptions.

Student Satisfaction

A comparison of the TTFM data in the area of *Sense of Belonging* between the 2021 March data capture and the 2021 November data captures indicates a 6% decrease in student sense of belonging, from 64% to 58% and sits below the NSW Government norm. In the years prior to the COVID interruption the school sat above the NSW Government norm.

- In the area of *Advocacy at School* Aboriginal all data indicates that 86% of student have a positive perception of advocacy at school, this is and 16% above the NSW Government norm.
- A comparison of the TTFM data for Aboriginal students in the area of *Sense of Belonging* between the 2021 March data capture and the 2021 November data captures indicates a 9% decrease in student sense of belonging, from 64% to 55% and sits below the NSW Government norm. In the years prior to the COVID interruption the school matched the NSW Government norm.

COVID Response

Throughout COVID Working from Home the school undertook the following to maintain relationships and connection:

- Staff issued with mobiles to contact families and be contactable by families.
- Google classrooms
- Zoom lessons
- Zoom Art lessons
- Care Pack drops: games, small gifts
- Zoom Assembly with Kahoot
- Book packs for families who preferred this
- Aboriginal cultural and histories activities

Parents/Carers reported high levels of satisfaction with school support but at the same time reported the difficulties is motivating students to engage in learning. Particularly strong positive feedback was received for the Zoom Art lessons. Return to school conditions involved cohorting, physical distancing. This severely impeded capacity to re-initiate school clubs and activities.

Conclusion

As with parent/teacher satisfaction we will move into 2022 and, hopefully, away from COVID interruption, with the view to re-institute the simple rites of passage (Easter Hat, Sports Carnival), engage with AECG, seek opportunities for our students to experience new things, showcase themselves and connect to a wider world.

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.