

2021 Annual Report

Bexley Public School



7406

Introduction

The Annual Report for 2021 is provided to the community of Bexley 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.

School contact details

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School vision

At Bexley Public School, we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. We support the development of students with a focus on student wellbeing, student academic growth and social success. Teachers, parents and students will work in partnership to achieve this vision.

School context

Bexley Public School has an enrolment of 267 students and is located in the southern suburbs of Sydney. Students come from a diverse range of cultural backgrounds with 84% of our students coming from 27 different linguistic backgrounds other than English. The school has a family focused atmosphere and a strong sense of community.

The school has enjoyed great academic success and improvement over the last five years through learning programs that are personalised and focussed on student abilities and their diverse learning needs. We have high expectations for our student's literacy and numeracy learning which is reflected through the explicit and systematic teaching programs administered by our skilled teaching staff.

Our school is supported by a strong and vibrant multi-cultural community, and an arabic community language program supports students in maintaining and developing further communicative competence in their community language. 87% of our students have a language background other than English, and 82% require some level of EAL/D (English as an Additional Language or Dialect) support. 1% of students identify as Aboriginal.

Extra-curricular opportunities in sport, science, STEM, and creative and performing arts enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified a need to strengthen our use of data driven practices to ensure all students have access to stage appropriate learning outcomes. The introduction of a data conversation model that incorporates class, whole school and community will inform decisions made in teaching and resource allocation. This will determine the level of support for our student's learning and ensure the right allocation of human resources.

Planning, programming, and assessment are areas of ongoing improvement to ensure consistency across grades and stages in setting high expectations for the planning and delivery of quality teaching and learning programs. Further work will need to occur around how teachers can successfully plan and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Student goals for attendance and behaviour are set with greater parental understanding and support for the individual learning goals. Regular ongoing reviews of the well-being framework and the use of individual learning and support plans and personalised learning pathways (PLPs) for our Aboriginal and Torres Strait Islander students will inform learning and improve well-being.

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To improve student outcomes in Reading and Numeracy through explicit teaching and data practices.

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.

- Explicit Teaching
- Data Informed Practices

Resources allocated to this strategic direction

Literacy and numeracy: \$10,106.00

Socio-economic background: \$130,166.79

English language proficiency: \$21,349.15

QTSS release: \$53,480.29

Literacy and numeracy intervention: \$47,089.56

Integration funding support: \$157,853.00

Professional learning: \$8,320.00

Summary of progress

Explicit teaching - A consistent whole school approach to improve reading comprehension through vocabulary development was achieved by Instructional Leaders led teams through professional learning session on the importance of vocabulary and access to high quality resources that were implemented in the literacy session. Teachers have implemented vocabulary activities during guided reading sessions and throughout the modelled reading process. Evidence of vocabulary specific activities in programs utilising department resources has increased from Term 1 to Term 4 as the impact of these lessons has resulted in an improvement in student comprehension.

Data analyses and reflection drove continuous improvement in teaching and learning through consistent collection of whole school data collection and analysis. The needs of every student were identified through regular data meetings with the classroom teacher, Instructional Leader, Interventionist and specialist staff. Targeted teaching was implemented through small group intervention practices allowing students to achieve academic growth.

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
Greater than 25.5% of students achieve top 2 bands in NAPLAN Reading.	30.26% of students achieved in the top two bands in NAPLAN reading exceeding our target.
Greater than 17.9% of students achieve top 2 bands in NAPLAN Numeracy.	22.34% of students achieved in the top two bands in NAPLAN numeracy exceeding our target.
Greater than 69.1% of students achieving their expected growth in NAPLAN Numeracy.	61.29% of students achieved expected growth in numeracy indicating progress towards the target.
Greater than 57.4% of students achieving their expected growth in NAPLAN Reading.	70.97% of students achieved expected growth in reading indicating achievement exceeding our target.
Establish student growth targets based on literacy and numeracy progression data.	Student growth targets based on literacy and numeracy progression data K-6 were established and will be reviewed at the end of 2022.

Strategic Direction 2: High expectations

Purpose

To achieve high Impact Professional Learning and consistency in programming and assessing.

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.

- High Impact Professional Learning
- Assessment in Practice

Resources allocated to this strategic direction

Professional learning: \$8,300.00

Summary of progress

Evidence: Masterclass (JFH), IFSR, Phonics screener, ACER and PAT testing.

Things that changed: COVID and lock-downs affected PL, Masterclasses moved to zoom, didn't look at new Syllabus

Evidence: Purchase and implementation of online assessments, Direction Days, consistency in programming, review of school based assessments, time to use IFSR, Check in assessment.

What made it difficult? COVID, face to face PL not possible, time to look at assessment results,

Future Directions: Close reading, text complexity, Assessment schedule, PLAN 2, programming, work with JFH and implement material.

Communicate findings through: team meetings, SDD, PL meetings.

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
Scout data analysed and used to inform targeted areas for professional development	Scout Data was used and analysed 835 times to inform targeted areas for professional development.
Complete a review of all school based assessments in literacy and numeracy and their capability to provide accurate information on student progress in target areas of the literacy and numeracy progressions.	School based assessments in literacy and numeracy were reviewed against syllabus outcomes to ensure validity and relevance to student growth as measured by the literacy and numeracy progressions.
Internal data establishes a baseline on teachers confidence in using effective teaching practices from professional learning.	Did we collect any data from teachers regarding PL (check out slips) This needs to be strengthened in 2022.

Strategic Direction 3: Strong and purposeful partnerships

Purpose

To improve learning and wellbeing outcomes for all students and their families through developing strong and purposeful partnerships.

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.

- Development of personal resilience and self regulation
- Improvement in Student Attendance

Resources allocated to this strategic direction

Low level adjustment for disability: \$38,560.00

Socio-economic background: \$1,000.00

Professional learning: \$5,000.00

Summary of progress

Engagement, wellbeing and attendance tracking measures were introduced during the home learning period by classroom teachers, specialist staff and assigned SLSOs to maintain connections with families and students. Complex case management continued with the school wellbeing team to provide individualised support for families around mental health. This included aligning families with interagency support and services. School implemented a flexible model for educational delivery in tailoring towards families' needs, including online learning, take home packs and provision of technology. PBL procedures and frameworks were embedded and are a part of the school's daily culture. Enhancement of data collection and providing more accurate data on student wellbeing and behaviour indicators. This resulted in more targeted professional learning and support for students.

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
Greater than 81.6% in student attendance.	May not need to be reported against
To increase the % of students with positive well-being from a baseline of 90.1%	87.22% of students reported positive well-being outcomes indicating a decrease by 3.47%.
Internal Sentral data recording major and minor behaviours will decrease by 5% determined by a baseline of incident reports as at year end 2020	Recording of major and minor incidents in Sentral was affected by the learning from home period. This will be reinstated and measured at the end of 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$157,853.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bexley 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"> • Data Informed Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: Students received individualised targeted support based on literacy and numeracy needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing monitoring to ensure growth in targeted areas.</p>
<p>Socio-economic background</p> <p>\$131,166.79</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bexley 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 Informed Practices • Development of personal resilience and self regulation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement interventionist roles to support identified students with additional needs • professional development of staff through Instructional Leadership roles to support student learning <p>The allocation of this funding has resulted in: Resulted in students maintaining grade expectations in literacy and numeracy through targeted small group work with the interventionists. Teachers practice improved with shoulder to shoulder support in classrooms delivering consistency across grades.</p> <p>After evaluation, the next steps to support our students with this funding will be: As part of our monitoring procedures students data is to be analysed on five week cycle with adjustments made to resourcing to reflect Student needs.</p>
<p>English language proficiency</p> <p>\$244,510.70</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bexley 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 Informed Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of

<p>English language proficiency</p> <p>\$244,510.70</p>	<p>differentiation initiatives</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: Differentiated support given for whole class and small groups targeting the different levels of English proficiency has resulted in a greater number of students reaching the consolidating phase of the EALD progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing Direction Days (data conversations) assess student progress and inform decisions on the allocation of further teaching time and resources. Alignment of EALD, literacy and numeracy progressions for recording of student growth.</p>
<p>Low level adjustment for disability</p> <p>\$150,678.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bexley 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"> • Development of personal resilience and self regulation • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • 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: The two additional days for LaST and Well being initiatives have resulted in a greater connection with families and students that require more rigorous complex case management. Families have had increased support at school with enhanced connections with outer agencies. The increase in funding allocation could be increased to meet the large increase in student support required.</p> <p>After evaluation, the next steps to support our students with this funding will be: The volume of student cases managed will be cross referenced with individual parent and student evaluative surveys.</p>
<p>Literacy and numeracy</p> <p>\$10,106.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bexley 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"> • Explicit Teaching <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 • staff training and support in literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: Implementation of ACER assessment delivered detailed information on student vocabulary growth in years 3-6, an area lacking in current assessments. This helped tailor teacher professional learning to explicit vocabulary teaching strategies.</p>

<p>Literacy and numeracy</p> <p>\$10,106.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continue use of ACER assessment to measure impact of professional learning and explicit teaching on student learning.</p>
<p>Early Action for Success (EAfS)</p> <p>\$343,025.94</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Bexley 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"> • 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 Instructional Leader to support literacy and numeracy programs • lead professional learning opportunities available through the Numeracy Strategy • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students <p>The allocation of this funding has resulted in: Teachers receiving expert shoulder support in the classrooms to improve teaching and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: State funded program.</p>
<p>QTSS release</p> <p>\$53,480.29</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bexley 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 Informed Practices <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 • implementation of instructional rounds to strengthen quality teaching practices • 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: Individual support for teachers to develop the understanding in utilising data to monitor and assess student progress and plan further targeted teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to monitor progress and impact on student learning.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bexley 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</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>including:</p> <ul style="list-style-type: none"> • Data Informed Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: individual support for students in small groups for literacy and numeracy resulting in more students reaching grade expectations.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continually monitor student progress to allocate resources appropriately.</p>
<p>COVID ILSP</p> <p>\$174,049.66</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"> • development of resources and planning of small group tuition • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • providing intensive small group tuition for identified students who were showing minimal progress in Reading. • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: A ten week program was devised to target students who needed consolidation of skills in literacy and numeracy, the focus was Vocabulary and Whole Numbers. In Round 1, Year 3 and Year 5 students were targeted. Round 2, Year 6 and Year 1 students were targeted. In Round 3, Year 2 and Year 4 students were targeted. Baseline assessment with PAT Vocabulary and PAT Maths Adaptive as well as NAPLAN data, Check in assessments were utilised. Consistent evaluation and redirection to address student needs through explicit systematic teaching. Students showed improvement in the small group tuition to accelerate their learning which was then transferred into the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: Following the same model as in 2021 in years to target. Continuation of using PAT assessments and Pre and Post tests in Maths, Check in assessments and PLAN 2 data. Directions days to collaborate and provide planning time with class teacher. Commence the program sooner - maybe a longer time for Year 3 and Year 5</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	144	145	147	140
Girls	148	137	134	121

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.8	94.6	94.9	91
1	91.9	91.1	95.7	90.5
2	91.9	90.8	93.9	92.4
3	93.9	92.8	94.6	92.3
4	95.7	93.6	95.1	91.8
5	94.5	92.9	95.3	91.7
6	92.8	92	96.6	90.2
All Years	93.1	92.6	95.1	91.4
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)	9.44
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
Teacher ESL	1.8
School Administration and Support Staff	2.52
Other Positions	1

*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	250,185
Revenue	3,784,524
Appropriation	3,611,879
Sale of Goods and Services	17,179
Grants and contributions	154,572
Investment income	394
Other revenue	500
Expenses	-3,699,470
Employee related	-3,331,703
Operating expenses	-367,767
Surplus / deficit for the year	85,054
Closing Balance	335,240

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	157,853
Equity Total	526,352
Equity - Aboriginal	0
Equity - Socio-economic	131,167
Equity - Language	244,511
Equity - Disability	150,675
Base Total	2,117,330
Base - Per Capita	69,271
Base - Location	0
Base - Other	2,048,059
Other Total	636,215
Grand Total	3,437,751

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

Using the Tell Them From Me survey to triangulate feedback from parents/caregivers, students and staff indicates a very high level of satisfaction from all stakeholders.

PARENTS/CAREGIVERS

- Low numbers of community participation did not allow for comparable data.

STUDENTS

- 88% of students indicated positive feedback in the area of School Advocacy.
- 97% of students indicated positive feedback in the area of High Expectations.
- 76% of students indicated positive feedback in the area of Sense of Belonging.

STAFF

In all 8 drivers for student learning, teachers indicated the school was exceeding the state norm

- Staff responded with an 7.8 for collaboration across the school compared to the state of 7.1
- Staff indicated the school was very inclusive with 7.8 and implemented effective teaching strategies with 8.2
- Staff also indicated leadership supports both students and staff with a 7.8 compared to 7.1 for the state

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.