

2021 Annual Report

Rozelle Public School



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Introduction

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

Rozelle Public School

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Rozelle, 2039

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School vision

Rozelle Public School is an inclusive environment that inspires and challenges all. Commitment to proactive wellbeing practices ensures every child is known, valued and cared for with a strong sense of belonging to our school community. High expectations, quality teaching and innovative practice drive academic achievement and holistic approaches ensures students are on a pathway to lifelong learning and continued success.

School context

Rozelle Public School, located on Wangal Country in Sydney's inner west, sits in the heart of the Rozelle village community. Our school culture of connectedness and inclusion fosters strong partnerships with the P&C, parents, caregivers and the wider community. The school caters for students from preschool to Year 6 with a current enrolment of 600. Learners are from diverse backgrounds, with 22% of our students identifying as having a language background other than English. High calibre staff work collegially to ensure student wellbeing, growth and attainment. An active Learning Support Team closely monitors wellbeing and implements both learning support and enrichment programs. An established wellbeing framework, that includes Restorative Practice, is embedded across the school and supports all students. Our attendance rates are high with over 93% of students attending school each day. Rozelle Public School is well resourced and learning environments are equipped with technology and designed for cooperative teaching and learning. Our school library is an innovative learning hub where students engage in flexible pedagogy guiding self-directed and creative learners. Outdoor spaces include a netball/basketball court, climbing equipment, woodlands area and two playing fields. A range of engaging programs are offered including dance, debating, band, ukulele, choir, performing & visual arts, public speaking, chess and sports. Authentic connection to the local community and a strong commitment to environmentally sustainable practices continue to be championed by our school's Green Team. An extensive, well-established, quality before and after school care program accommodates the needs of our many working families.

Through our situation analysis we have identified the need to improve student performance data particularly in NAPLAN. The school consistently performs above state average yet aims to close the gap with statistically similar school groups (SSG). Although the school has system-negotiated reading and numeracy targets, writing and spelling have also been identified as areas for uplift and improvement. We have identified the need to use data driven, evidence-based practices to optimise learning programs. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistent teacher judgment across the school. Engagement with school services will help build an understanding on how to achieve this along with our Instructional Leadership initiative.

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	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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

Our purpose is to optimise student learning outcomes in literacy and numeracy to build strong foundations for academic success. Staff will be supported in their delivery of evidence-based 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.

- Systematic, Evidence Based Teaching Practices
- Personalised Learning

Resources allocated to this strategic direction

Professional learning: \$16,000.00
English language proficiency: \$43,870.00
Aboriginal background: \$8,186.00
Low level adjustment for disability: \$67,270.00
Refugee Student Support: \$763.00
Socio-economic background: \$5,879.00
Literacy and numeracy intervention: \$58,861.00
Literacy and numeracy: \$60,135.00

Summary of progress

In 2022 there was a significant uplift in student achievement in both Reading and Numeracy. In Reading there was an uplift from 2019 of 8% of students performing in the top two bands while in Numeracy the uplift was 9% of students in the top two bands. The school was provided strategic support, working closely with the Teaching Quality and Impact Directorate. Teachers engaged in professional learning which was targeted towards implementing evidence based effective teaching strategies in numeracy. Teachers used assessment data (NAPLAN, Check-in, Year One Phonics screening, PAT & ifSR) to monitor students' progress towards learning goals (identifying skill gap for improvement and areas for extension). COVID Intensive Support funds were used to provide explicit numeracy intervention. These five week learning sprints targeted identified students who participated in small group interventions. Progress was tracked and monitored using the learning progressions.

Differentiation of literacy and numeracy programs that address student needs, will continue to form the focus next year. The creation of an additional Instructional Leader will support and build the capacity of staff to deliver effective, evidence based programs where all students are challenged and adjustments lead to improved outcomes. Professional learning for all staff on the new K-2 English and Mathematics syllabus will be a focus as the school prepares for its 2023 introduction.

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
71.15% of students in Top 2 bands for Reading (uplift from baseline of 3.46%) by 2021	54% of students performed in the top two bands in NAPLAN numeracy assessment compared to 46% in 2019
57.7% of students in Top 2 bands for Numeracy (uplift from baseline of 4.21%) by 2021	72% of students performed in the top two bands in NAPLAN reading assessment compared to 63% in 2019
73.82% Achieving expected growth in Reading (uplift from baseline of 1.18%) by 2021	The percentage of students achieving expected growth in reading increased to 78% indicating achievement of the lower bound target.

53% of students achieving expected growth in Numeracy (uplift from baseline of 3.84%) by 2021

The percentage of students achieving expected growth in numeracy increased to 78% indicating achievement of the lower bound target.

Strategic Direction 2: Wellbeing and Engagement

Purpose

Our purpose is to ensure a strategic and planned approach to whole school wellbeing processes that support all students to engage, succeed, thrive and learn.

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.

- Wellbeing practices that maximise learning
- Engaged Learners

Resources allocated to this strategic direction

Professional learning: \$13,000.00

Per capita: \$10,000.00

Low level adjustment for disability: \$43,770.00

Integration funding support: \$196,339.00

Summary of progress

At Rozelle PS, 2021 saw the introduction of Sentral, a software to support the tracking of attendance and wellbeing. All staff undertook professional learning with the marking of attendance rolls an initial priority. The centralised system supported staff and the Learning Support Team in monitoring student attendance and responding to attendance concerns. The Learning Support Team engaged the services of the Home School Liaison Officer to support students identified with attendance concerns. with individual attendance plans implemented. The impact of the COVID pandemic and the extended learning from home period, saw staff pivot to remote learning and respond to the wellbeing needs of students and their families. Through a targeted, school wide approach students were supported via: daily ZOOM check-ins with class teachers; explicit literacy and numeracy lessons; mindfulness and wellbeing activities; individualised learning opportunities delivered by our Learning and Support Team including extension and support for our EaLD students. Staff continued to engage in high quality professional learning including: Restorative Practices; Sue Larkey's Teaching and Behavior Support Strategies for Students with a Autism Disorder and Digital Cyber Safety for students.

Assistant Principal Learning and Wellbeing role will be established next year to further support equity and student wellbeing across the school. The designated AP Learning and Wellbeing role will continue to collaborate with staff as they support students with additional learning needs including the preparation of Individual Learning Plans. The school will continue to reflect on our referral processes to the Learning Support Team. In 2022 we will welcome and new school counsellor to Rozelle who will be a part of this process. Professional Learning for staff in preparing Access Requests for individual student funding is recommended.

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
<i>Tell Them From Me student wellbeing data exceeds the school's baseline of 85.3%</i>	In 2021 wellbeing data sits at 84% which is slightly down on 2020 result of 86%
<i>91.16% of students attend school 90%+ by 2021 (an uplift of 2.13% from our baseline data)</i>	89.67% of students attended school in 2021 at least 90% of the time. Although it was 1% below the school's agreed lower bound target there was a slight 1% increase from 2019.
<ul style="list-style-type: none">• Whole school approaches to wellbeing and engagement are identified and evaluated.• Expectations of behaviour are explicitly and consistently applied across the school.	Despite the challenges of 2021, 52 students had Individual or Personalised Learning plans that were prepared in consultation with parents / carers. These continued to be implemented and monitored by the class teachers and the Learning Support Team during the extended Learning from Home period.

- Personalised Learning Plans are developed, monitored and reviewed regularly for all identified students.

Strategic Direction 3: Collaboration

Purpose

Our purpose is to engage in effective professional collaboration that explicitly aims to improve teacher practices and student outcomes.

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.

- Collaborative Practices - Teaching
- Collaborative Practices - Community

Resources allocated to this strategic direction

QTSS release: \$121,311.00

School support allocation (principal support): \$15,000.00

Professional learning: \$8,000.00

Per capita: \$2,000.00

Summary of progress

Although 2021 presented unprecedented challenges, collaborative practices across the and community continued to thrive. Collaborative stage planning is an embedded practice at Rozelle with all teachers participating in designated planning days. The extended Learning From Home period saw the school pivot to remote learning and the planning and delivery of a 'single' unit of work. Staff collaborated on the planning and preparation of these units of work which were published weekly. The Learning Support Team collaborated with Class Teachers to ensure all students were able to access the learning. This tailored approach was responsive to the academic, social and emotional needs of students and families. Teachers supported and mentored each other as they used new digital platforms and approaches which lead to high engagement and positive outcomes for our students.

Through the establishment of an additional Instructional Leader this will further support and create opportunities for staff to share expertise across the school and build a professional learning community. The Instructional Leaders will work closely with Learning Stages to review curriculum and high impact, evidence based teacher practices. The school will focus on creating opportunities for teachers to share and discuss learning from professional learning.

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
Systems are improved that provide opportunities for teachers to review curriculum, teaching practices and learning programs.	Teachers engaged in professional learning which was targeted towards implementing evidence based effective teaching strategies in numeracy. Teachers used assessment data (NAPLAN, Check-in, Year One Phonics screening, PAT & iSR) to monitor students' progress towards learning goals (identifying skill gap for improvement and areas for extension).
Teachers engage in professional discussion and collaborate to improve teaching and learning in their classrooms. Teachers evaluate, share and discuss learning from targeted professional development with others in the school to improve whole school practice. The school identifies expertise within its staff and draws on this to further develop its professional learning	Collaboratively, teachers planned and delivered teaching programs and units of work to that supported students learning from home or attending on site learning. Teachers engaged in professional discussion and evaluative practices to develop programs that were responsive to the academic and social needs of students during this time.

community

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$196,339.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Rozelle 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"> • Wellbeing practices that maximise learning <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments • consultation with external providers for the implementation of restorative practices and supporting students with Autism Spectrum Disorder. • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be monitored and adjusted throughout the year in response to student support needs.</p>
<p>Literacy and numeracy</p> <p>\$60,135.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Rozelle 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: Identified students receiving personalised learning programs which target areas of need in their literacy and numeracy growth.</p>

<p>Literacy and numeracy</p> <p>\$60,135.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: To further expand the instructional leadership initiative in the school by creating 2 full time positions. The Instructional Leaders will work in partnership with classroom teacher to improve student outcomes in literacy and numeracy through differentiated evidence based teaching practices including High Potential and Gifted Education.</p>
<p>Refugee Student Support</p> <p>\$763.00</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"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in: Identified students progressing to the next phase of English learning proficiency.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of English as an Additional Language program which support emerging English language speakers.</p>
<p>Socio-economic background</p> <p>\$5,879.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rozelle 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement MultiLit to support identified students with additional needs • supplementation of extra-curricular activities • equitable access to specialist resources • staff release to increase community engagement <p>The allocation of this funding has resulted in: Year Five NAPLAN Reading is above SSSG Year 5 demonstrated a major lift in Writing from a raw score 468 in 2019 to 497 in 2021</p> <p>After evaluation, the next steps to support our students with this funding will be: continued monitoring of identified students by the Learning Support Team and school executive. Two Instruction Leaders will support teachers in delivering effective differentiated Literacy and Numeracy programs. The Multi-Lit reading intervention program will continue through the employment of a specialist teacher. Student progress will be closely tracked and monitored by the Learning Support Team.</p>
<p>Aboriginal background</p> <p>\$8,186.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rozelle 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</p>

<p>Aboriginal background</p> <p>\$8,186.00</p>	<p>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"> • Personalised Learning <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 • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: all Aboriginal families engaging with the school and the PLP process. Through school based initiatives attendance and well being is closely tracked and monitored with responsive interventions tailored to meet individual student needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the employment of additional staff to deliver personalised support for Aboriginal students.</p>
<p>English language proficiency</p> <p>\$43,870.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Rozelle 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"> • Personalised Learning <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 differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: EAL/D students are more confident, participate in whole class activities and are prepared to take risks with their language use.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further develop staff understanding of the EAL/D Learning Progressions.</p>
<p>Low level adjustment for disability</p> <p>\$111,040.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Rozelle 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"> • Personalised Learning • Wellbeing practices that maximise learning <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$111,040.00</p>	<ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 • targeted students are provided with an evidence-based intervention MultiLit to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN (Numeracy) results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support through an active and engaged Learning Support Team, including a revised referral system.</p> <p>After evaluation, the next steps to support our students with this funding will be: a dedicated Assistant Principal role will be created to lead the Learning Support Team and support teachers in delivering effective literacy and numeracy programs for identified students including HPGE.</p>
<p>QTSS release</p> <p>\$121,311.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Rozelle 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"> • Collaborative Practices - Teaching <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 • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use data sources to inform teaching programs and drive student achievement. Teaching programs include differentiated learning opportunities for all students including High Potential and Gifted.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the Instructional leadership role, supporting staff in the delivery of evidence based teaching and learning programs - Literacy and Numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Rozelle 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"> • Personalised Learning <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

<p>Literacy and numeracy intervention</p> <p>\$58,861.00</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 an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • 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: The intensive approach has resulted in improved engagement in learning. Evidence can be seen in reading assessments, teacher observation, PAT, Check-in and NAPLAN Data. The percentage of students attaining the lower bands in NAPLAN decreased and students attaining the middle bands increased - check this in correct.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funds to extend intensive small group reading intervention programs. The role of the Instructional Leader will be expanded to further support staff in delivering differentiated literacy programs that meet the needs of identified students.</p>
<p>COVID ILSP</p> <p>\$22,124.00</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 • providing targeted, explicit instruction for student groups in numeracy. <p>The allocation of this funding has resulted in: identified students achieved significant progress towards their numeracy learning goals. 3.5% of students in Year 5 and 2.5% in Year Three performed in the bottom 2 bands of NAPLAN numeracy which was well below state and similar to SSG performance.</p> <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 to identify specific student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	326	325	337	319
Girls	309	307	305	281

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.5	95.3	96.8	95.9
1	96.3	95.4	96	95.1
2	96.1	95.5	96.3	95.3
3	96.1	95.2	96.7	96
4	95.6	94.6	95.4	95.9
5	95.1	95.1	95	95.1
6	95.4	95.8	93.9	94.4
All Years	95.9	95.3	95.8	95.4
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.26
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	5.26

*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	239,025
Revenue	6,019,063
Appropriation	5,348,981
Sale of Goods and Services	12,771
Grants and contributions	642,533
Investment income	632
Other revenue	14,146
Expenses	-5,825,327
Employee related	-5,003,286
Operating expenses	-822,041
Surplus / deficit for the year	193,736
Closing Balance	432,760

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	123,267
Equity Total	168,978
Equity - Aboriginal	8,187
Equity - Socio-economic	5,880
Equity - Language	43,870
Equity - Disability	111,041
Base Total	4,337,641
Base - Per Capita	160,630
Base - Location	0
Base - Other	4,177,010
Other Total	644,358
Grand Total	5,274,244

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

Students

- School Mean 9.1 Students feel they do not get in trouble at school for disruptive or inappropriate behaviour.
- School Mean 8.4 Students try hard to succeed in their learning.
- School Mean 7.8 Students feel important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- School Mean 7.4 Students feel teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- School Mean 7.5 Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- School Mean 8.0 Students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- School Mean 7.7 Students feel school staff emphasise academic skills and hold high expectations for all students to succeed.

Parents

- School Mean 7.4 Parents feel welcome
- School Mean 6.2 Parents are informed
- School Mean 5.9 Parents support learning at home
- School Mean 6.5 School supports learning
- School Mean 7.4 School supports positive behaviour
- School Mean 7.0 Safety at school
- School Mean 6.4 Inclusive school

Staff

- School Mean 8.1 Teachers talk with other teachers about strategies that increase student engagement.
- School Mean 8.9 Teachers set high expectations for student learning
- School Mean 8.2 Teachers use results from formal assessment tasks to inform my lesson planning.
- School Mean 8.1 Teachers provide students with feedback on their work that brings them closer to achieving their goals
- School Mean 8.9 Teachers strive to understand the learning needs of students with special learning needs.
- School Mean 9.4 Teachers establish clear expectations for classroom behaviour.
- School Mean 8.5 Teachers use individual education plans to set goals for students with special learning needs.

At Rozelle Public we certainly recognise the complexities around COVID and the extended learning from home period. Due to restrictions placed on schools our families and community members were unable to access the site and many whole school events were cancelled. We certainly missed the face to face contact and interactions with our families.

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.