

2021 Annual Report

Murrumburrah High School



8328

Introduction

The Annual Report for 2021 is provided to the community of Murrumburrah High 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

At Murrumburrah High School we strongly believe in the need to provide a well rounded educational journey for all our students in an environment that is supportive, inclusive and equitable to all. This will then enable all students to have high achievement and growth within their own education and be able to have the necessary skills and experiences to be a valuable contributing member of our society. The school and its wider community have a shared vision that reflects our own situational analysis assessment of the school.

The school leadership team will maintain a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and close the gaps in student achievement.

School context

Murrumburrah High School is a small rural high school located in a small rural town. Enrolments have dropped in recent years to 115 this year due to smaller cohort size from local primary schools. This is expected to change in coming years. Geographically, the nearest towns are all within 50 kms, with the nearest major city of influence over 150 km away. Students generally attend university, enrol in a TAFE course, or take up work opportunities either through general employment or apprenticeship options. Many families have lived in the town for many generations and have a close connection with the school. The school is seen as a vital connection with work and preparation for life after school that supplements the needs of the local community. Many students participate in school based and community based sporting events and travel a lot to participate, this has impacted attendance for some students.

Through development of the situational analysis, the school will focus on encouraging students high achievement and increased retention into year 12. The school has been able to improve infrastructure and facilities over the last 2 years and continues to provide the best educational environment for the students and staff.

Students who identify as Aboriginal are being provided much stronger cultural identity opportunities from 2021 with an increase in support and guidance towards their educational outcomes growth.

The schools Strategic Improvement Plan will be supported by Department funding from :

Integration Funding Support

Socio-economic background

Aboriginal background

Low Level adjustment for Disability

Location allowance

Professional Learning

Beginning Teacher support

Covid Support funding

Self-assessment and school achievement

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

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

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

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

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic and pathways success by further developing and refining data-informed and evidence-based teaching practices that are responsive to the learning needs of all 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.

- Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning: \$6,000.00

COVID ILSP: \$113,083.11

Socio-economic background: \$10,000.00

Summary of progress

General data shows that although some results have declined the overall effect is showing that the school upwards trends are greater than SSSG's. for reading. Numeracy results are still showing a slight downhill trend. Results are also impacted by cohort sizes. This year year 7 was at 14 whilst year 9 had 25 student enrolments. Each single result impacts the overall results very easily.

Effective classroom practice professional learning as a mixed schools group, consisting of both MHS and MPS staff, definitely was a productive step. Communication regarding current year 7 cohort allowed a much more targeted and strategic approach for this cohort. The effect was pronounced in the results for reading as this was the main focus for the year. Numeracy will have a focus in 2022.

Next steps?

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
Increase the percentage of Year 7 and Year 9 students achieving in the top two bands of NAPLAN reading to a minimum of 7%, as determined in the system negotiated targets.	2021 NAPLAN figures show that the schools % of students in the top 2 bands stayed steady at 5%, although there was an increase in Year 7 from 3.45% in 2019 to 14.29% in 2021, and a fall in year 9 results from 11.54% to 0% . In both year groups the percentage of students in the high middle increased from 22% to 26 %. This shows that strategies at the school level are making a difference but slower than expected for year 9 given the serious lock downs etc that impacted learning over the last 2 years. Best Start Year 7 also supports this increase in year 7 cohort results and shows an average 4.9% increase across overall results. Targeted support in year 7 and 8 has made a big difference but more needs to be done for year 9.
Increase the percentage of Year 7 and Year 9 students achieving in the top two bands of NAPLAN numeracy to a minimum of 12%, as determined in the system negotiated targets.	2021 NAPLAN figures show that the schools % of students in the top 2 bands improved from 0% to 3%, although there was an increase in Year 7 from 3.57% in 2019 to 7.14% in 2021, and a fall in year 9 results from 3.85% to 0% . In both year groups the percentage of students in the high middle increased from 24% to 26 %. This shows that strategies at the school level are making a difference but slower than expected for year 9 given the serious lock downs etc that impacted learning over the last 2 years. Best Start Year 7 also supports this increase in year 7 cohort results and shows an average 6.9% increase across overall results. Targeted support in year 7 and 8 has made a big difference but more needs to be

<p>Increase the percentage of Year 7 and Year 9 students achieving in the top two bands of NAPLAN reading to a minimum of 7%, as determined in the system negotiated targets.</p> <p>Increase the percentage of Year 7 and Year 9 students achieving in the top two bands of NAPLAN numeracy to a minimum of 12%, as determined in the system negotiated targets.</p>	<p>done for year 9.</p>
<p>Increase the percentage of Year 7 and Year 9 students achieving expected growth in NAPLAN reading to a minimum of 60%, as determined in the system negotiated targets.</p> <p>Increase the percentage of Year 7 and Year 9 students achieving in the top two bands of NAPLAN numeracy to a minimum of 62%, as determined in the system negotiated targets.</p>	<p>Year 7 growth is at 62%, up from 17% in 2019. Year 9 is down from 75% at or above expected growth in 2019 to 38% in 2021. The year 9 2021 cohort as a whole have had results consistently below state and SSSG since starting in year 7. Overall results are at 33% in 2021.</p> <p>Year 7 growth is at 46% in 2021, down from 61% in 2019. Year 9 is at 48% in 2021 which is down from 2019 at 63%. The 2 year cohort as a whole has overall results at 50% in 2021.</p>

Strategic Direction 2: High expectations culture

Purpose

To establish a strong and well understood educational high expectations culture so that all staff and students work together to achieve their potential or beyond. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

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.

- Student engagement focused learning.
- Strengthening Family and Community Engagement

Resources allocated to this strategic direction

Socio-economic background: \$31,000.00

Professional learning: \$10,459.71

Summary of progress

Due to Covid restrictions throughout the entire year, lock down absences and lack of ability to be able to take students off school site has had a serious impact on the schools ability to work on either of the two main initiatives for this year. Most student engagement activities stayed on school grounds and had a small impact.

Next steps?

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
Students achievement in the HSC will increase to a minimum of 30% of HSC students achieving in the top 3 bands.	Student achievement in the top 3 bands dropped from 24% in 2019 (16 students) to 23% (11 students) in 2021. Only 6 students sat the HSC this year and will show in 2022 results. At this small level percentages are unreliable.
Student attendance will increase to achieve a minimum of 48% of students at school more than 90% of the school year, as per the system agreed targets. Positive wellbeing will increase to a least a minimum of 47% of the student body, as per the system agreed targets.	Students attendance achieved a level of 41.5% in 2021 of students at school more that 90% of the time. Which is down from 46.77% in 2019. Covid and lack of workers on local farms and businesses meant that a greater percentage of students had been required to stay at home to help struggling businesses or take up work opportunities with no formal details coming into the school regarding their absences for many weeks. Positive wellbeing moved to 50% in 2021 as a result of the support put into place by the staff during a very uncertain year.
Students in Year 10 will have increased retention into Year 12 from the schools 4 year average of 62.4% to at least 62.9%.	Due to the impact of Covid restrictions and the uncertainty regarding employment for families, a larger percentage of students than in previous years, chose to find work or take up the numerous traineeships or apprenticeships on offer in the local area. The percentage of year 10 students this year that have chosen to stay at school and move into senior school in 2022 is now at 60.5%.

Purpose

To enable all aspects of school leadership to have the skills and training required to provide the most nurturing and relevant environment for those in their area of influence, utilising the best available resources. The school will use embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This will drive ongoing, school-wide improvement in teaching practice and student results.

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.

- Middle Years Strategy

Resources allocated to this strategic direction

Socio-economic background: \$7,500.00

Professional learning: \$14,000.00

Summary of progress

The Professional Learning Community with the partner primary schools have developed a baseline of Middle Years practice against the Middle Years Transition Matrix. This will inform future planning to ensure a continuity of learning is optimised and that targeted professional learning will be designed and delivered to build capacity. COVID restrictions have impacted on collaboration and observations across schools.

The next steps are for Faculty Professional Learning Communities to collaborate across schools.

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 professional learning community moves from commencing to developing practice as measured by the Key Practices for Instructional Collaboration.	Teachers are demonstrating developing practice in diagnosis, intervention and evaluation, using specific assessment data to diagnose student need, provide suitable interventions and evaluate their impact using progress data. The school is moving from commencing to developing practice in shared understanding and expectations of progress, and the development of assessment and evaluation tools which provide feedback to teachers. This includes deeper understanding of formative assessment practice.
The professional learning community moves from level 1 to level 2 as per the Middle Years (5-9) Transition Matrix.	Collaboration with partner primary schools has aligned practices, particularly across stages 3 and 4 transition and with a focus on pedagogy and curriculum.
The professional learning community moves from commencing to elementary in High Impact Professional Learning.	The school is demonstrating leadership that prioritises professional learning through the use of staff meeting and staff development days to emphasise how professional learning is linked to the school's strategic improvement plan. The leadership team purposefully shifts the focus of staff meetings from administrative detail to professional learning dialogue. There is an elementary culture of continuous learning at the school through a consistent PDP approach. The school is deepening levels of accountability for impact on student progress through evaluation of the impact of professional learning on student achievement.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$190,304.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Murrumburrah High 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"> • 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 staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's 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 formally 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 adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$239,853.35</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Murrumburrah High 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"> • Effective Classroom Practice • Student engagement focused learning. • Middle Years Strategy • Strengthening Family and Community Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program name] to support student learning • employment of external providers to support students with additional learning needs • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level. <p>The allocation of this funding has resulted in: student improvement evidenced by:</p> <p>Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG) Year 3 and 5 NAPLAN Reading above both state and SSSG Year 5 demonstrated a major lift in Writing from a raw score 456 in 2018 to 491 in 2019 Year 5 NAPLAN Numeracy above SSSG Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG)</p>

<p>Socio-economic background</p> <p>\$239,853.35</p>	<p>Year 3 and 5 NAPLAN Reading above both state and SSSG Year 5 demonstrated a major lift in Writing from a raw score 456 in 2018 to 491 in 2019 Year 5 NAPLAN Numeracy above SSSG.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staff member, redirecting 0.2 of the position towards engaging a Youth Outreach Worker to focus on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$33,152.82</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Murrumburrah High 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"> • Other funded activities <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 (LaST) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. <p>The allocation of this funding has resulted in: an increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$96,064.84</p>	<p>Low level adjustment for disability equity loading provides support for students at Murrumburrah High 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • 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:</p>

<p>Low level adjustment for disability</p> <p>\$96,064.84</p>	<p>an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$13,845.84</p>	<p>The location funding allocation is provided to Murrumburrah High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • technology resources to increase student engagement. <p>The allocation of this funding has resulted in: increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>COVID ILSP</p> <p>\$113,083.11</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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employ 2 staff to work with small groups over the year. Testing and supporting targeted areas of numeracy and reading. <p>The allocation of this funding has resulted in: Due to circumstances one of the experienced staff members employed under Covid funding was unable to continue the role from the start of term 3. The second staff member then continued to support as many students as she could given her more limited experience in teaching. No other teachers or SLSO's were available to employ to assist.</p> <p>After evaluation, the next steps to support our students with this funding will be: Valuable program that we are very glad will be continuing into 2022. Students struggled with the withdrawal approach but found the process useful.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	63	64	61	49
Girls	73	77	73	61

Student attendance profile

School				
Year	2018	2019	2020	2021
7	83.6	88.5	84.7	87
8	82.8	75.6	90.8	84.8
9	81.8	83	85.5	85.1
10	86.7	72.4	86.2	78
11	76.9	81.5	85.3	78.1
12	88.1	84.2	90.1	83.4
All Years	83.2	80.6	87.1	82.5
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	12.5	0	0
Employment	62.5	80	77
TAFE entry	25	6.7	0
University Entry	0	0	23
Other	0	0	0
Unknown	0	13.3	0

Year 12 students undertaking vocational or trade training

46.15% of Year 12 students at Murrumburrah High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

75% of all Year 12 students at Murrumburrah High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Head Teacher(s)	3
Classroom Teacher(s)	9.6
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	5.38
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	224,554
Revenue	3,396,816
Appropriation	3,319,765
Sale of Goods and Services	2,142
Grants and contributions	71,919
Investment income	246
Other revenue	2,744
Expenses	-3,303,583
Employee related	-2,807,990
Operating expenses	-495,592
Surplus / deficit for the year	93,233
Closing Balance	317,787

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	190,304
Equity Total	369,071
Equity - Aboriginal	33,153
Equity - Socio-economic	239,853
Equity - Language	0
Equity - Disability	96,065
Base Total	2,413,854
Base - Per Capita	33,083
Base - Location	13,846
Base - Other	2,366,926
Other Total	129,890
Grand Total	3,103,119

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

Information received from students, staff and parents via regular communication, meetings and surveys has showed a good level of satisfaction with the school and its education of their students. Student responses from the Tell Them From Me surveys clearly outline a high level of student satisfaction with their schooling. Students identified Covid-19 and lock down as concerns but were very happy with the support they received from the school during this tough education journey. Discussions at Parents and Citizens meetings regularly deliver good news stories from parents and carers about the positive impact the school has on their students lives.

Staff have expressed their satisfaction with the school in their support of them during a tough year and that they are very happy to be in a positive work environment where they feel valued and appreciated.

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.