

# 2021 Annual Report

## Turrumurra Public School



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# Introduction

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

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## School vision

Our vision is to provide an engaging environment with high expectations; where every child thrives, is valued and achieves their personal best.

We ignite creativity and foster confident, independent and resilient learners who make meaningful contributions within their school and the wider community. Through communication, respect and rapport we work in partnership with our community, building trusting relationships with every student, every parent and every teacher.

## School context

Turrumurra Public School is situated in the Upper North Shore area of Sydney. Its name is derived from the Aboriginal word meaning 'placed on the hill'. The school is set on extensive grounds with buildings clustered at either end of large playing fields. The school caters for students K-6. Our intake of students comes largely from middle to high socio-economic groups and we have 27% students with a language background other than English.

Turrumurra Public School students perform exceptionally well in many endeavours and we have high educational expectations for our students. This is nurtured through positive practice, collaborative approaches and extensive opportunities. The school provides quality teaching and learning programs, outstanding band and choral programs, a K to 6 buddy program and specialist technology classes. We also offer Robotics, Student Representative Council, Chess Club, Public Speaking and Debating programs, extensive sport programs and a specialist dance and PE program. We have a comprehensive wellbeing policy based on Positive Behaviour for Learning (PBL) that underpins a proud school culture that demonstrates the Department of Education's core values-Respect, Responsibility and Personal Best.

Turrumurra Public School maintains a strong focus on academic excellence. Through our situational analysis we have identified a need to use data driven practices to clearly identify students' individual strengths and areas for further development. This information will be used to guide the development of a quality, differentiated curriculum with a focus on maximising student growth.

Significant work will be undertaken to refine schoolwide data sources and data collection practices that will further inform the consistency of teacher judgment across grades and stages.

We will continue to use effective Learning Support procedures to identify students and provide targeted support in instances where growth is not satisfactory. Our schoolwide data collection procedures will be used to measure the impact of these interventions.

Further work will be undertaken in the area of collaborative practice, both within the teaching staff, and between the school and the broader community. A structured procedure for lesson observation and feedback will be introduced, drawing on the collective knowledge and strength of an experienced staff in order to drive ongoing development of teaching practice across the school.

We will further strengthen our communication procedures with our community by identifying communication preferences, reviewing and refining whole school communication procedures, and by focusing on the communication of information regarding student progress.

## 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	Excelling
LEARNING: Wellbeing	Excelling
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise learning outcomes in reading and numeracy, we will embed sustainable, evidence informed 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.

- Reading
- Numeracy

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$24,083.56  
**English language proficiency:** \$140,242.44  
**Integration funding support:** \$113,000.00  
**Low level adjustment for disability:** \$86,982.00  
**Literacy and numeracy intervention:** \$44,900.00  
**Socio-economic background:** \$3,909.82  
**COVID ILSP:** \$16,486.00

### Summary of progress

The staff at Turramurra Public School have embraced the focus to maximise learning outcomes in reading and numeracy, by embedding sustainable, evidence informed teaching practices that are responsive to the learning needs of individual students. Reading and numeracy team have been formed. These teams have analysed check in, NAPLAN and PAT Assessment data. They reported the findings back to the whole school and made recommendations of best practice to continue growth in reading and numeracy. All staff members participated in evidence based professional development of Agile Sprints. Each sprint was focused on reading. All teachers programs were reviewed and differentiation was evident in all programs in numeracy and reading. An Instructional leader in literacy was appointed and engaged all teachers in 3-6 in best practice in reading.

As a result of the initiative listed above data indicates 80.1% of students are in the top two skill bands for reading which is a 14.1% increase against baseline data. In numeracy, 68.8% of students are in the top two skill bands indicating a 2.8% increase against baseline data. The new resources purchased in reading and numeracy have been embraced and used effectively by classroom teachers. Support programs in literacy and numeracy have worked exceptionally well. Support for students with learning difficulties, EALD, COVID tutor, SLSO, use of Learning and Support teacher and literacy numeracy intervention.

In 2022, we will continue professional learning bite sized reading and numeracy PL. Numeracy and reading team will share recent purchased resources with all staff. These resources will promote differentiation.

### 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>- increase the % of students achieving top 2 bands in reading to be above 71.2% (baseline).</i> <i>-increase the % of students achieving top 2 bands in numeracy to be above 66% (baseline).</i>	Data indicates 80.1% of students are in the top two skill bands for reading which is a 14.1% increase against baseline data. In numeracy, 68.8% of students are in the top two skill bands indicating a 2.8% increase against baseline data.
<i>- increase the % of students achieving expected growth in reading to be above 75.4% (baseline).</i>	The proportion of Year 5 students achieving expected growth in NAPLAN reading is 61.54%.

*-increase the % of students achieving expected growth in numeracy increases to be above 57.1% (baseline).*

The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 61.84%.

## Strategic Direction 2: Data Informed Practice

### Purpose

In order to maximise learning outcomes for students we will further develop data informed practice across the school to guide teaching and learning and drive student growth in all areas.

### 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.

- Teacher capacity in data
- Data to inform practice

### Resources allocated to this strategic direction

**Professional learning:** \$2,083.56

### Summary of progress

The staff at Turrumurra Public School have embraced the focus on data to inform practice. Staff provided feedback on their perceived level of data literacy to enable the school to plan relevant training to up-skill staff. A whole school, measurable assessment system was introduced, covering both numeracy and literacy. These twice yearly assessments assist staff in identifying strengths and weaknesses in students, measuring growth over the year and in turn measuring the success of teaching initiatives. Staff received professional development on SENTRAL, our data recording system to assist with the recording of data. At a stage level, the staff received training on how to triangulate data.

As a result of the initiative listed above, staff are using SENTRAL effectively, inputting all relevant data on an ongoing basis. The standardised assessment system and knowledge of data analysis have resulted in staff being more confident to use data to guide programming, and staff have a more comprehensive understandings of their students academic abilities. Data from both the whole school assessment system and NAPLAN flows through to the SENTRAL system.

In 2022, data informed practice will continue to be a focus. Professional learning in data analysis and interpretation is planned. Staff mentors to assist staff with understanding will be introduced (this initiative was unable to be completed in 2021 due to lockdown). Further surveys will also be completed to ensure that training on data analysis is informed and targeted toward staff needs.

### 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
Data collected through Staff TTFM indicates that Data Informs Practice (Score 8.2 or higher)	Staff Tell Them From Me responses indicate that the school is progressing towards the target of Data Informs Practice with a score of 8.0, which is 0.2 below our target.
<b>Element: Data Skills and Use</b> Focus Theme - Data Literacy (S&G) The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools.  Focus Theme - Data Analysis (S&G) The leadership team analyses student	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the focus theme of data literacy.  Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the focus theme of data analysis.  Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the focus theme of data use in teaching.  Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the focus theme of data use in planning.

progress and achievement data for insights into student learning and discusses results with the whole staff.

Focus Theme - Data Use in Teaching (S&G)

Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning and monitor student learning progress.

Focus Theme - Data Use in Planning (S&G)

School staff reflects on student progress and achievement data to monitor students' growth.

Element: Curriculum

Focus Theme - Differentiation (S&G)

Data informs differentiation of curriculum delivery.

Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the focus theme of differentiation.



## Strategic Direction 3: Collaborative Partnerships

### Purpose

In order to build connectedness and communication we will strengthen trusting and effective partnerships across the school and the wider community in order to embed a consistent approach to teaching, learning and wellbeing.

### 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 Communication Practices
- Community Engagement
- Implement Reconciliation Actions

### Resources allocated to this strategic direction

**QTSS release:** \$106,929.98

**Professional learning:** \$34,728.48

: \$5,208.90

**Aboriginal background:** \$1,560.00

### Summary of progress

Our focus for 2021 was on increasing collaboration within the teaching staff and between the school and the community.

Using high impact strategies such as Quality Teaching Rounds and structured Observation Triads, staff focused on developing individual focus areas aligned with their Professional Development Plans and goals outlined within the Strategic Improvement Plan. Significant focus was maintained on the use of evidence informed practice and this was reflected in the development of teachers' individual observation focus areas.

Professional collaboration was enhanced through stage based curriculum planning sessions that maintained focus on increasing the consistency of teacher judgment of student assessments. Teachers used student data to plan and embed quality teaching and learning programs that were differentiated to meet individual student needs. Through Quality Teaching Rounds and Observation Triads, teachers were provided with detailed, high level feedback regarding the implementation of these programs and teaching strategies were further refined and developed in order to better meet students' individual needs.

Community engagement was enhanced through the review and refinement of current communication channels. Revision of the school newsletter and website has provided increased opportunities to promote student achievements and share multimedia examples.

Next year, we will maintain our focus on staff collaboration through Quality Teaching Rounds and Observation Triads with further focus on the use of the QTF to refine classroom instruction and feedback to students. We will also introduce a refined process for parents to contact the school and more readily access school resources and information.

### 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
Average staff responses in the area of Collaboration in Tell Them From Me increase from 7.97 (baseline 2016-2020) to exceed 8.2.	Staff responses in the area of Collaboration in Tell Them From Me are scored at 8.2, which is equal to the 2024 target.
Average parent responses in the area of Parents are Informed in Tell Them From Me increase from 5.5 (baseline 2016-2020) to 6.0 by 2024.	Parent responses in the area of Parents are Informed in Tell From Me (2021) are scored at 5.1, which is 0.9 below the 2024 target of 6.0.

Lift the percentage of students attending school 90% of the time or more to 93%

The percentage of students attending >90% of the time increased to 97.7%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$113,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Turrumurra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• intensive learning and behaviour support for funded students</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Students with additional needs have been closely monitored. During home learning time period these students continued to receive small group support through.  We aimed to increase the % of students achieving top 2 bands in reading to be above 71.2% (baseline) we achieved 80%  We aimed to increase the % of students achieving top 2 bands in numeracy to be above 66% (baseline) we achieved 69%  Students work with an increasingly differentiated curriculum designed to meet individual learning needs</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continued provision of 1:1 and small group support strategies.  Targeted intervention strategies linked to students' PLSPs.  Increased data analysis processes to identify students requiring targeted intervention and develop increasingly refined support strategies.</p>
<p>Socio-economic background</p> <p>\$3,909.82</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Turrumurra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• equitable access to specialist resources</li> <li>• employment of additional staff to support Positive Behaviour for Learning implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Decreased high level incidents recorded during break times.  Increased staff capacity to support student behaviour.</p>

<p>Socio-economic background</p> <p>\$3,909.82</p>	<p>Support for students to access the curriculum on an equal basis.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continued support for Positive Behaviour for Learning, including teacher professional learning.  Continued support for students to ensure the curriculum can be accessed by all students regardless of levels of economic advantage.</p>
<p>Aboriginal background</p> <p>\$1,560.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Turrumurra Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Development of Personalised Learning Plans for all Aboriginal Students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Aboriginal students work within a quality differentiated curriculum</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continued refinement of Personalised Learning Plans.  Acquisition of resources to further support Indigenous perspectives.</p>
<p>English language proficiency</p> <p>\$140,242.44</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Turrumurra Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  All students are correctly identified and tracked using the EAL/D progressions.  Individualised support is provided to students in small group and 1:1 instruction.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Ongoing professional learning for staff to provide greater identification and support strategies for EAL/D students.  Increased resourcing of EAL/D learning materials.</p>
<p>Low level adjustment for disability</p> <p>\$86,982.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Turrumurra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$86,982.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention Multilit to increase learning outcomes</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Approximately 17% of students receive short or long term targeted interventions through this program. The percentage of students achieving in the top two bands has exceeded the 2022 target.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employment of an Assistant Principal Curriculum and Instruction to provide coaching and mentoring for staff in quality literacy and numeracy instruction.</p>
<p>Literacy and numeracy</p> <p>\$24,083.56</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Turramurra Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased consistency in consistency of practice across grades and stages. Improved access to quality resources.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue the provision of quality resources to support literacy and numeracy instruction.</p>
<p>QTSS release</p> <p>\$106,929.98</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Turramurra Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Communication Practices</li> <li>• Community Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• implementation of Quality Teaching rounds to strengthen quality teaching</li> </ul>

<p>QTSS release</p> <p>\$106,929.98</p>	<p>practices</p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All staff K-6 participate in regular, structured classroom observations and feedback through Triads. Increased consistency of teacher judgement as a result of collaborative planning and assessment</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Further refinement of teaching triads in 2022 with greater alignment to school targets as outlined in the SIP.</p>
<p>Literacy and numeracy intervention</p> <p>\$44,900.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Turramurra Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The percentage of students achieving in the top 2 bands in reading increased to 80% The percentage of students achieving in the top 2 bands in numeracy increased to 69%</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Establishment of a school funded Assistant Principal Curriculum and Instruction to increase levels of differentiation in classroom instruction.</p>
<p>COVID ILSP</p> <p>\$31,236.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy &amp; numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>COVID ILSP</p> <p>\$31,236.00</p>	<p>The percentage of students achieving in the top 2 bands in reading increased to 80%</p> <p>The percentage of students achieving in the top 2 bands in numeracy increased to 69%</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continued 1:1 intervention for identified students.</p> <p>Continued tracking of identified students to ensure supports are targeted to individual needs.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	302	296	303	284
Girls	264	274	270	262

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	97.2	96.3	96.6	97
1	95.9	95.7	95.6	96.2
2	96.5	96	95.4	96.4
3	95.8	96	95.9	96.2
4	95.3	95.4	95.9	96.1
5	96.2	95.9	95.4	95.8
6	95.2	95.1	95.9	95.2
All Years	96.1	95.7	95.8	96.1
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

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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)	19.73
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	2
School Administration and Support Staff	3.96

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	1,521,836
<b>Revenue</b>	5,410,403
Appropriation	4,878,932
Sale of Goods and Services	-200
Grants and contributions	519,825
Investment income	1,645
Other revenue	10,200
<b>Expenses</b>	-5,893,641
Employee related	-4,797,270
Operating expenses	-1,096,371
<b>Surplus / deficit for the year</b>	-483,238
<b>Closing Balance</b>	1,038,598

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	113,858
<b>Equity Total</b>	232,535
Equity - Aboriginal	1,401
Equity - Socio-economic	3,910
Equity - Language	140,242
Equity - Disability	86,982
<b>Base Total</b>	3,879,085
Base - Per Capita	141,254
Base - Location	0
Base - Other	3,737,831
<b>Other Total</b>	543,898
<b>Grand Total</b>	4,769,376

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

During 2020 parent and student satisfaction was evaluated through the Tell Them From Me surveys. The parent survey received 72 responses and indicated overall satisfaction, with 65% of respondents strongly agreeing (21%) or agreeing (44%) they would recommend their child's school to other parents. Parents indicated a school strength in student well being practices through our PBL programs and clear school expectations. Parents indicated that students are clear about expectations for behaviour at school. Areas for future focus include informing parents about opportunities concerning their child's future and informing parents about their child's social and emotional development. Students indicated high levels of satisfaction with the school, however student engagement was identified as an area of focus following the learning from home experience in 2021. An area for development noted by the students was the maintenance of school bathroom facilities.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.