

2021 Annual Report

Dobroyd Point Public School



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Introduction

The Annual Report for 2021 is provided to the community of Dobroyd Point Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Dobroyd Point Public School community believes that every student should be provided with challenging opportunities to develop independent, future-ready, local and global citizens. We aim to educate the whole child through all learning domains by developing responsible, resilient and kind learners who strive to achieve their personal best. Our vision is to create a learning environment supported by high expectations for academic success in an inclusive environment that supports the wellbeing of all students. Our school prides itself on positive partnerships with parents and carers, as well as the broader community, through our ongoing commitment to community engagement.

School context

Dobroyd Point Public School is situated in the federation suburb of Haberfield. The school has an enrolment of 187 students with 8 classes from Kindergarten to Year 6. In 2021, 16 teachers and 6 non-teaching staff work at the school.

The school enjoys a friendly nurturing culture where every student is valued and their learning is supported by strategic teaching and learning programs. The community has a strong sense of involvement, strongly supported by an active P&C who raise substantial funds to support programs and purchase resources for school initiatives.

Our school is supported by a strong and vibrant multi-cultural community, and our Italian Community Language Program supports students in maintaining and developing further communicative competence in their community language. 30% of our students have a language background other than English, 1.60% of students identify as Aboriginal.

The school and its community have high expectations for our students and value the provision of a variety of learning opportunities. The school offers a broad curriculum with specialist areas including Italian, music, learning support, digital technology and high potential and gifted education programs.

The whole school community, involving students, staff and parents, were consulted to create a detailed situational analysis which informed the development of our strategic improvement plan. Through our situational analysis, we identified the need to communicate teaching and learning plans, along with support and extension strategies used in classrooms, to parents in a clearer format. We also identified the need to create more opportunities to engage parents and members of the wider community in school based initiatives and practices.

We identified the need to refine our use of data driven practices to ensure all students have access to stage appropriate learning. Further work will occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted. Following NAPLAN analysis, the school has identified target areas in reading and numeracy.

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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Tailored Learning
- Effective use of data

Resources allocated to this strategic direction

QTSS release: \$40,000.00

Literacy and numeracy: \$27,000.00

Low level adjustment for disability: \$16,000.00

Integration funding support: \$47,000.00

Summary of progress

The COVID ILSP program has seen measurable achievements in student progress for identified students. NAPLAN, PAT testing and Check-in Assessment results provided the school with data to clearly identify students who require additional support and students who can be extended.

NAPLAN data indicated students are on track to achieve our targets.

The school used the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- NAPLAN data
- Scout data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Student focus groups
- PAT Test results
- SEF SaS

The COVID ILSP program resulted in impact on student achievement. This program will continue in 2022 along with the MiniLit program which will also be introduced in 2022 to provide additional support for identified students. Our school will be part of the Accelerated Adopter program to implement the new K-2 English and Mathematics Syllabus under the NSW Curriculum reform. This will involve increased professional learning and strategic implementation of teaching and learning programs.

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
Increased (uplift) percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN reading by 3.5% to be above the target baseline	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for numeracy (62.5%).
Increased (uplift) percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy by 4% to be above the target baseline	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading (76%).

<p>Expected growth - % of students achieving expected growth in NAPLAN reading from Year 3 - Year 5 will increase (uplift) by 2% to be trending towards the lower bound system negotiated target.</p>	<p>The percentage of students achieving expected growth in reading increased to 75% indicating achievement of the lower bound system negotiated target.</p>
<p>Expected growth - % of students achieving expected growth in NAPLAN numeracy from Year 3 - Year 5 will increase (uplift) by 1% to be trending towards the lower bound system negotiated target.</p>	<p>The percentage of students achieving expected growth in numeracy decreased to 58% indicating progress yet to be seen toward the lower bound system negotiated target.</p>

Strategic Direction 2: Wellbeing

Purpose

To create a learning community where students develop respect, responsibility and resilience and demonstrate care, compassion and empathy for others by developing skills and understanding about emotional intelligence and empathy for others through social emotional learning programs.

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.

- Positive Behaviour for Learning (PBL)
- Mindfulness
- Peer Support

Resources allocated to this strategic direction

Summary of progress

PBL expectations are regularly demonstrated by students and positive behaviour is reinforced through the reward system which is in place. The Mindfulness program was well received in Term 4 and enabled students to successfully transition from home learning back into the school setting. A modified peer support program was implemented to adhere to the strict cohorting restrictions as a result of the COVID-19 lockdown.

The school used the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Tell Them From Me Scout data
- Student work samples
- Student PLPs Student focus groups.
- SEF SaS
- PBL data
- Behaviour incident data / reward data
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Executive team and whole staff reflective sessions.
- Regular professional discussion around the School Excellence Framework elements and themes.

Due to the extended period of home learning, we were unable to conduct peer support sessions in the way we hoped in 2021 and our buddy program was impacted by cohorting. We will continue to implement our PBL, Mindfulness and peer support programs in 2022.

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 proportion of Year 5 students reporting positive outcomes for advocacy at school will increase (uplift) by 2% to approach the lower bound system- negotiated target.	Students experienced a significant period of home learning in 2021. The Year 5 mean for advocacy at school was 8.3 at the beginning of 2021 and dropped to 8.0 at the end of 2021.
The proportion of Year 5 students reporting positive outcomes for feelings of belonging at school will increase (uplift) by 2% to approach the lower bound system- negotiated target.	Students experienced a significant period of home learning in 2021. 79% of students in Year 5 reported a positive sense of belonging at school at the beginning of 2021. The percentage of students reporting a positive sense of belonging increased to 80% at the end of 2021.

Purpose

To further develop partnerships and relationships with members of our school community to enhance cultural understanding and learning opportunities for every student.

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.

- Parent Information Sessions
- Showcasing Students' Work
- Developing Partnership with Local AEGC

Resources allocated to this strategic direction

Summary of progress

Communication with parents, specifically electronic communication, increased significantly during 2021. The ongoing COVID-19 restrictions limited parents and caregivers coming onto the school site and all assemblies were cancelled for most of 2021. Parent information sessions and parent/teacher interviews were conducted using Zoom throughout the year. This technology did actually allow a larger number of parents to interact with their child's class teacher more regularly. The use of Google Classroom during the extended period of home learning, allowed parents to have a greater understanding of their child's strengths and weaknesses.

We used a combination of data sources, such as:

- * Scout
- * Tell Them From Me
- * focus groups
- * surveys of staff, students and parents
- * resource allocation analysis

Due to the impact of the COVID-19 restrictions and lockdown, many planned activities could not go ahead throughout the year. Many fundraising events that traditionally build community partnerships were cancelled and volunteers were not permitted on the school site for the majority of the school year.

The extended COVID-19 lockdown impacted on the school's ability to develop partnerships with the local AEGC. One meeting was attended via Zoom, but interpersonal contact was not possible.

Student's work was showcased extensively via the school newsletter during home learning. Parents had an opportunity to really engage with their child's learning through the use of Google Classroom and online parent/teacher interviews. P&C meetings continued throughout the lockdown and home learning via Zoom, but the number of parents attending the information sessions was reduced. The school was able to hold a Kindergarten information session via Zoom for the parents of the 2022 Kindergarten students and face-to-face orientation sessions for the students we able to go ahead at the end of Term 4, with COVID-19 restrictions in place.

The resumption of community events in 2022 will enable the school to continue to build and develop community partnerships. Some practices that proved to be successful during lockdown, such as online parent/teachers conferences, may continue into 2022.

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.

<p>At least 75% of families in the school will subscribe to electronic communication from school (school newsletter and Enews notifications)</p>	<p>There has been an increase in the number of families subscribing to electronic communication. The use of new software has improved reach to parents via email communication. Parent representatives were established for each grade, improving parent communication. 100% of families now receive all email communications. The subscription to the school newsletter has increased to 75% of families.</p>
<p>Engagement with parent/teacher interviews and information evenings will increase to >70% for each class.</p>	<p>In 2021, all parent/teachers interviews and information evenings were held via Zoom due to COVID-19 restrictions. Families were provided with opportunities in February and June to attend a structured interview with the class teacher. The Zoom platform was very successful, allowing both parents to attend the interviews from different locations. The engagement rate at parent/teacher interviews was 85%.</p>
<p>Parent and caregiver participation in feedback surveys will increase to > 35% of families in the school.</p>	<p>Approximately 50% of families responded to surveys distributed electronically during the home learning period.</p> <p>15% of families responded to the Tell Them From Me (TTFM) survey.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$47,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dobroyd Point 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"> • Tailored 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) <p>The allocation of this funding has resulted in:</p> <p>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:</p> <p>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>\$3,810.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dobroyd Point 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>All students participated fully in all school based activities and excursions.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Ensure all families are aware that support is available if required.</p>
<p>Aboriginal background</p> <p>\$2,213.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dobroyd Point Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$2,213.00</p>	<ul style="list-style-type: none"> • creation of school literacy resources to increase awareness of Aboriginal culture. <p>The allocation of this funding has resulted in: Additional resources being available to support classroom programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensure resources are relevant to support needs of identified students.</p>
<p>English language proficiency</p> <p>\$5,126.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dobroyd Point 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Additional support being provided to assist with language development.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensure appropriate assessment and reporting strategies are in place to identify and support relevant students.</p>
<p>Low level adjustment for disability</p> <p>\$16,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Dobroyd Point 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"> • Tailored Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention [MultiLit] to increase learning outcomes <p>The allocation of this funding has resulted in: 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>Literacy and numeracy</p> <p>\$27,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dobroyd Point 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>

<p>Literacy and numeracy</p> <p>\$27,000.00</p>	<ul style="list-style-type: none"> • Tailored Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engagement of additional teaching staff using other flexible funding sources to extend intensive small group reading intervention programs.</p>
<p>QTSS release</p> <p>\$40,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dobroyd Point 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"> • Tailored Learning <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. - increased number of teachers reported lessons differentiated according to students' needs - increased number of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria. <p>After evaluation, the next steps to support our students with this funding will be: continuing to employ an instructional leader to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$27,000.00</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

COVID ILSP

\$27,000.00

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy and numeracy
- employing staff to supervise and monitor progress of student groups engaging in online tuition during home learning

The allocation of this funding has resulted in:

- the majority of the students in the program achieving significant progress towards their personal learning goals
- an increase in the number of students who answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2
- an increase in the number of students who answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.

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. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	122	117	107	95
Girls	121	110	104	89

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.4	96.3	97.4	95.8
1	95.2	93.9	96.8	94.7
2	95.1	95.6	96.3	96.3
3	94.6	94.7	96.3	95.1
4	93.6	95	95.6	94.2
5	95.5	95.4	97.1	95.6
6	95.6	94.2	94.5	95.9
All Years	94.8	95	96.1	95.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	5.99
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.02
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	442,646
Revenue	2,176,963
Appropriation	2,035,388
Sale of Goods and Services	2,269
Grants and contributions	137,005
Investment income	459
Other revenue	1,843
Expenses	-2,308,249
Employee related	-2,007,252
Operating expenses	-300,997
Surplus / deficit for the year	-131,286
Closing Balance	311,360

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	45,505
Equity Total	83,429
Equity - Aboriginal	2,213
Equity - Socio-economic	3,801
Equity - Language	5,126
Equity - Disability	72,291
Base Total	1,629,485
Base - Per Capita	52,015
Base - Location	0
Base - Other	1,577,470
Other Total	213,344
Grand Total	1,971,763

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

The Tell Them From Me (TTFM) surveys provide us with information to guide our school planning and help us identify improvement initiatives. The responses are summarised as follows:

Parents/Carers - highest areas of satisfaction:

- Feeling welcome when visiting the school
- Feeling at ease when speaking to child's teacher and principal
- Feeling well informed about school activities
- Teachers show an interest in child's learning
- Children feel safe going to and from school

Students - highest areas of satisfaction:

- Participation in school sports
- Participation in art, drama or music groups
- Positive sense of belonging
- Students value schooling outcomes
- Students have friends at school they can trust and who encourage them to make positive choices
- Students try hard to succeed at their learning
- Students feel teachers are responsive to their needs and encourage Independence

Staff- highest areas of satisfaction

- Opportunities for collaboration between teachers
- Safe and orderly school environment
- A learning culture based on high expectations
- The school created a positive learning environment for students

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.