

2021 Annual Report

Freemans Reach Public School



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Introduction

The Annual Report for 2021 is provided to the community of Freemans Reach 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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Message from the principal

I am pleased to present the 2021 Annual School Report for Freemans Reach Public School. It has been a privilege to lead our school again this year. Despite the many obstacles and new challenges our school community faced, due to COVID-19, teachers and students took on new ways of learning and the success of this was only possible with the tremendous support of our parents and carers, for which I am grateful.

Freemans Reach Public School continued in 2021 to be a dynamic place of learning, despite a disrupted year due to the COVID-19 pandemic, and as a result, safety became our first and our highest priority. Through challenges, we thrived together as a school community by being resilient, flexible, and cooperative. As we continued to manage the pandemic in our setting, as a school we had two very clear goals:

* To provide the best possible learning experiences for students at all times. We had to navigate a number of different scenarios with very little notice - remote learning, a staggering return to school, and then full-time face-to-face teaching with an adapted curriculum. The teaching staff at Freemans Reach Public School adapted seamlessly with each stage and exceeded expectations, pivoting quickly with each new phase to ensure no child's learning was disadvantaged.

* To provide the best care and connectivity across our school community despite not being able to come together face to face. Regular communication with all stakeholders became the key. Our Positive Behaviour for Learning (PBL) expectations of Learning, Respect, Environmental Care and Safety was our focus, as was regular well-being check-ins which became our priority in Term 3. Initiatives were established to allow us to stay connected as best we could - students connecting with their peers and teachers via Google Classroom and Zoom, meetings via Zoom for parent-teacher interviews, creating virtual tours for new students, online information evenings and online P&C meetings became the new norm. Our school community continued to value: sport, the Arts, emerging technologies, critical and creative thinking, problem based learning, and the development of strong literacy and numeracy skills throughout 2021.

I congratulate staff, students, parents and carers for the resilience displayed, their trust in us and the positive engagement over the year. We are looking forward to continuing the strong partnership in 2022 and renewing community connections and welcoming new ones. At all times the school culture maintained focus on striving towards excellence and fostering a sense of belonging for all. The strength of our school community shown during 2021 is something to be very proud of and something we will continue to nurture on as we move forward.

Lisa McGrath

Principal of Freemans Reach Public School

School vision

Freemans Reach Public School is a learning environment where:

- All students, staff and community members are treated with respect, understanding and compassion;
- Wellbeing of students is a priority for all;
- High expectations and success for teaching and learning is defined, valued and celebrated;
- Personal best and aspiring to excellence are encouraged and supported;
- Quality differentiation and 21st century knowledge, skills and attributes develop successful, resilient, confident and creative individuals who become active and informed citizens;
- Our school motto, *Growth*, is reflected in our journey to strive for continual academic, personal and professional growth for all.

School context

Freemans Reach Public School is a welcoming school situated in an idyllic rural setting above the Hawkesbury River, north-west of Windsor. The school's extensive grounds consist of passive play areas, fixed play equipment, ovals, sandpits, basketball/newcombe ball/netball courts, a yarning circle as well as bush-setting cross country running tracks, Aboriginal bush-tucker gardens and a developing sustainable kitchen garden. Modern classrooms are embedded with interactive technology, access to robotics, photography and coding, including a computer lab and a well resourced library. The school takes great pride in providing an environment for each student to explore their learning potential.

The school currently has 168 students in 7 classes and caters for a wide range of needs and learning abilities. Most classes are formed into stage groups to maximize student learning. The school student population includes a small indigenous community (7%) and there are a number of students with a language background other than English (10.8%).

Through our situational analysis, and after community and P&C consultation, we have identified a need to use effective data driven practices that ensure all students have access to stage appropriate learning and is underpinned by evidence-informed strategies and embedded evaluative practice. Future focus will be how teachers review and adapt practice to ensure reliable formative and summative Reading and Numeracy assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Freemans Reach Public School has recently initiated wellbeing programs that highlight the positive behaviour of students within the school. Positive Behaviour for Learning (PBL) is an integral part of our daily practice, so teachers and students have quality time to focus on relationships and classroom instruction. Our whole-school system rewards students for the effort and good choices they make with their learning, their behaviour and their relationships. Reflected in our situational analysis, the school will continue to develop its PBL processes that aims to bring together the school community to contribute to developing a respectful, safe and environmentally friendly learning culture. Future focus will be on incorporating social skills, intensive play and intervention programs to strengthen students' positive interactions with others and to improve self-regulation.

Students are encouraged to participate in the extensive extra-curricula programs covering the areas of academia, public speaking, debating, the arts, social, sporting and student leadership, to equip them with the knowledge and skills to meet the challenges of a modern and technological society. Freemans Reach Public School maintains strong links to the local community, with a supportive P&C and network of neighbouring schools.

Our situational analysis has highlighted a need to shift from community participation to community engagement, as we prioritise parent and carer conversations about learning and inclusive wellbeing outcomes for all students. The school will continue to promote high expectations, recognition and reflection between students, staff, families and the wider community.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data.

This is to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

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.

- Data Driven Practices
- Effective Classroom Practice in Reading and Numeracy

Resources allocated to this strategic direction

COVID ILSP: \$1,500.00

Low level adjustment for disability: \$6,000.00

Socio-economic background: \$82,158.00

Literacy and numeracy: \$4,050.00

Professional learning: \$6,849.00

Aboriginal background: \$4,000.00

Literacy and numeracy intervention: \$4,000.00

Summary of progress

Our focus for 2021 was on teacher data literacy and the use of K-6 assessment data to inform teaching and learning, authentic Individual Learning Plans and differentiated strategies for targeted students.

This involved :

- Implemented assessments that provided authentic data, which we used to inform teaching and learning and academic leveled group movement
- Designated staff meetings to review assessment data and update PLAN 2 (data tracking) and SCOUT data orientation and analysis
- Designated Professional Learning for Executive in Leading Evidence, Evaluation and Data (LEED) to focus on validating outcomes by using multiple sources to compare and analyse data to increase student learning outcomes.

Using Sentral, our web-based school operations system, student learning outcomes have been tracked through the collection and analysis of a range of assessment data and have shown improvement across reading, writing, numeracy and wellbeing, and this information has been shared with stakeholders. External assessment data in the form of NAPLAN and Check-In Reading and Numeracy assessments reflect that students are making progress from the previous year and achieving at or above state averages, despite Term 3 Learning From Home.

Next year we will review our Comparative Assessment Schedule to ensure accuracy and usefulness of assessments and timing. Additionally, we will create areas of focus to address identified student retention of knowledge and cognitive learning loads to further improve learning outcomes.

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
SEF • <i>Data skills and use</i> element- Theme ' <i>Data literacy</i> ' -delivering to sustaining and growing	Self-assessment against the School Excellence Framework shows the school currently performing: • <i>Data skills and use</i> element- Theme ' <i>Data literacy</i> ' -delivering to sustaining and growing

<ul style="list-style-type: none"> • <i>Data skills and use</i> element- Theme '<i>Data analysis</i>' -delivering to sustaining and growing • <i>Data skills and use</i> element- Theme '<i>Data use in teaching</i>' -delivering to sustaining and growing • <i>Data skills and use</i> element- Theme '<i>Data use in plannings</i>' -delivering to sustaining and growing <p>• <i>Student Performance Measures</i> element- Theme '<i>Internal and external measures against syllabus standards</i>' - delivering to sustaining and growing</p> <p>• <i>Student Performance Measures</i> element- Theme '<i>NAPLAN</i>' -delivering to sustaining and growing</p> <p>• <i>Assessment</i> element- Theme '<i>Whole school monitoring of student learning</i> - sustaining and growing</p>	<ul style="list-style-type: none"> • <i>Data skills and use</i> element- Theme '<i>Data analysis</i>' - sustaining and growing • <i>Data skills and use</i> element- Theme '<i>Data use in teaching</i>' -delivering • <i>Data skills and use</i> element- Theme '<i>Data use in plannings</i>' -sustaining and growing <p>• <i>Student Performance Measures</i> element- Theme '<i>Internal and external measures against syllabus standards</i>' - sustaining and growing</p> <p>• <i>Student Performance Measures</i> element- Theme '<i>NAPLAN</i>' -sustaining and growing</p> <p>• <i>Assessment</i> element- Theme '<i>Whole school monitoring of student learning</i> -sustaining and growing</p>
<p>NAPLAN Bands</p> <p>An uplift of 3% (28.9%) of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy (school target compared to 2018 baseline 25.9%)</p> <p>An uplift of 3% (33.1%) of Year 3 and 5 students achieve in the top two bands in NAPLAN reading (school target compared to 2018 baseline 30.1%)</p>	<p>NAPLAN scores indicate a pleasing increase in the percentage to 48.9% of students in the top two skill bands for reading . In numeracy, 25.5% of students are in the top two skill bands indicating a slight decrease against baseline data.</p>
<p>Expected Growth</p> <p>No NAPLAN Growth Data due to COVID19</p> <p>(Compared to 2018 baseline of 32.1% in numeracy and 50.5% in reading)</p> <p>Aboriginal Students</p> <p>>90% of Aboriginal students in Year 3 and Year 5 achieving in the top 3 NAPLAN bands in reading and numeracy</p> <p>(x3 Year 5 Aboriginal student, x0 Year 3 Aboriginal students)</p> <p>NAPLAN Value added</p> <p>Value Added for K-3 is delivering</p> <p>Value Added for 3-5 is delivering</p> <p>Value Added for 5-7 is maintaining at sustaining and growing</p>	<p>Expected Growth</p> <p>The percentage of students achieving expected growth in reading increased to 70% indicating a huge achievement above the upper bound system negotiated target of 63.6%.</p> <p>The percentage of students achieving expected growth in numeracy increased to 52% indicating an achievement above the lower bound system negotiated target of 48.4%.</p> <p>Aboriginal Students</p> <p>75% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress toward targets.</p> <p>50% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress toward targets.</p> <p>NAPLAN Value added</p> <p>Value Added for K-3 is not available for 2021 due to changes to the Best Start Kindergarten Assessment in 2018.</p> <p>Value Added for 3-5 is Sustaining and Growing</p> <p>Value Added for 5-7 is Sustaining and Growing</p>

<p>PLAN2</p> <ul style="list-style-type: none"> • All Kindergarten students will achieve within the expected end of year progression for- Understanding Texts (UnT2) in Literacy <p>Quantifying Numbers (QuN4) in Numeracy</p> <p>Additive Strategies (AdS3) in Numeracy</p> <ul style="list-style-type: none"> • All Stage 1 students will achieve within the expected end of year progression for- Understanding Texts (UnT4) in Literacy <p>Quantifying Numbers (QuN6) in Numeracy</p> <p>Additive Strategies (AdS5) in Numeracy</p> <ul style="list-style-type: none"> • All Stage 2 students will achieve within the expected end of year progression for- Understanding Texts (UnT5) in Literacy <p>Quantifying Numbers (QuN8) in Numeracy</p> <p>Additive Strategies (AdS6) in Numeracy</p> <ul style="list-style-type: none"> • All Stage 3 students will achieve within the expected end of year progression for- Understanding Texts (UnT7) in Literacy <p>Quantifying Numbers (QuN10) in Numeracy</p> <p>Additive Strategies (AdS6) in Numeracy</p> <p>Multiplicative Strategies (MuS5) in Numeracy</p>	<p>Our focus for 2021 was on enhancing evidence-based effective teaching practices to improve teaching capacity and K-6 student outcomes. This involved targeted professional learning to specifically develop the areas of data literacy, explicit teaching and effective feedback, drawing on the Department's What Works Best In Practice Guide. This process has strengthened teacher collaboration by providing opportunities for us to identify our strengths and areas for development.</p> <p>The delay in implementing initiatives in Term 3 have required this work to be postponed to 2022. To date there has been a decrease of staff who were able to fulfil this progress measure and record into PLAN2..</p> <p>Next year we will continue to focus on Professional Learning, utilising evidence-based practices with specific reference to allowing data time for teachers to record, interpret and evaluate student data in PLAN2 improving teaching and learning in:</p> <ul style="list-style-type: none"> • Numeracy: number and place value and geometric reasoning • Literacy: phonological awareness, phonic knowledge and word recognition, fluency, understanding texts, and grammar
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Strategic Direction 2: Student and staff wellbeing

Purpose

To foster a safe, nurturing and supportive environment where all students and staff can develop socially, emotionally and intellectually through the Positive Behaviour for Learning (PBL) framework.

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.

- A Planned Approach to Wellbeing
- Collaborative Teacher Practice, Feedback and Support

Resources allocated to this strategic direction

Professional learning: \$7,400.00

Aboriginal background: \$750.00

Socio-economic background: \$1,060.00

School support allocation (principal support): \$13,604.80

Literacy and numeracy intervention: \$20,000.00

Summary of progress

Freemans Reach PS has completed our second year utilising the Positive Behaviour for Learning (PBL) framework. This framework recognises the positive contributions that are made by our students, it encourages their academic performance and improves self-esteem. Staff and community have worked hard to ensure that this process brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. PBL is integrated into our daily practices in all classrooms, so teachers and students have more time to focus on relationships and classroom instruction. Our whole-school reward system encourages students for the effort and good choices they make with their learning, their behaviour and their relationships and continues to provide a positive, consistent school-wide structure for behaviour.

The school utilised feedback from students and teachers to complete the Well-Being Self-Assessment Tool to identify strengths and areas for development. This resulted in a focus on building students' emotional resilience and involved a social skills program over Term 4 after the Learning From Home period. This will be consolidated and maintained in the 2022 School Improvement Plan.

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
SEF <ul style="list-style-type: none">• <i>Wellbeing</i> element- Theme '<i>A planned approach to wellbeing</i>' - towards sustaining and growing• <i>Wellbeing</i> element- Theme '<i>Behaviour</i>'-towards sustaining and growing• <i>Professional Standards</i> element- Theme '<i>Accreditation</i>' -sustaining and growing• <i>Professional Standards</i> element- Theme '<i>Literacy and Numeracy focus</i>' - sustaining and growing• <i>Learning and Development</i> element- Theme '<i>Collaborative Practise and feedback</i>' -sustaining and growing	Self-assessment against the School Excellence Framework shows the school currently performing: <ul style="list-style-type: none">• <i>Wellbeing</i> element- Theme '<i>A planned approach to wellbeing</i>' - excelling• <i>Wellbeing</i> element- Theme '<i>Behaviour</i>' -sustaining and growing• <i>Professional Standards</i> element- Theme '<i>Accreditation</i>' -sustaining and growing• <i>Professional Standards</i> element- Theme '<i>Literacy and Numeracy focus</i>' - sustaining and growing• <i>Learning and Development</i> element- Theme '<i>Collaborative Practise and feedback</i>' -sustaining and growing
Tell Them From Me- Student Survey	Social/emotional outcomes

<p>Social/emotional outcomes</p> <p>Sense of Belonging (2019-71%, 2020-68%) increase to 75%</p> <p>Positive Behaviour at School (2019-69%, 2020-79%) increase to 82%</p> <p>Interest and Motivation (2019-54%, 2020-56%) increase to 65%</p> <p>Drivers of student outcomes</p> <p>Effective Learning Time (2019-7.4/10, 2020-7.6/10) increase to 8./10</p> <p>Bully-Victim (2019-42%, 2020-28%) decrease to 22%</p> <p>Advocacy at School (2019 & 2020-7.3/10) increase to 7.5/10</p> <p>Expectations for success (2019-8.2/10, 2020-8.4/10) increase to 8.5/10</p>	<p>Sense of Belonging 77% (NSW norm 80%)</p> <p>Positive Behaviour at School 87% (NSW norm 83%)</p> <p>Interest and Motivation is no longer on the TTFM survey.</p> <p>Drivers of student outcomes</p> <p>Effective Learning Time renamed to Effective Learning Climate 7.6/10 (NSW norm 7.2/10)</p> <p>Bully-Victim 26% (better than NSW norm 36%)</p> <p>Advocacy at School 8.6/10 (NSW norm 7.7/10)</p> <p>Expectations for success 9.1/10 (NSW norm 8.7/10)</p>
<p>Student Attendance</p> <p>An uplift of 2% (81.9%) of students attending >90% of the time (school target compared to 2018 baseline 79.9%)</p>	<p>In 2021, the number of students attending greater than 90% of the time or more has increased to 84.6%.</p>
<p>Staff Accreditation</p> <p>Teachers demonstrate how their practice continues to meet the Australian Professional Standards for Teachers and complete professional development in the first maintenance period of their accreditation by 2022 and beginning the new maintenance cycle</p> <p>Beginning teachers work towards their accreditation</p> <p>Tell Them From Me- Staff survey</p> <p>Classroom context</p> <p>Data Informs Practice (2019-7.2/10, 2020-7.3/10) increase to 7.9/10</p> <p>Teaching Strategies (2019-7.7/10, 2020-7.9/10) increase to 8/10</p> <p>Learning Culture (2019-7.6/10, 2020-8.1/10) increase to 8.2/10</p>	<p>Staff Accreditation</p> <p>All teachers are fully accredited and two classroom teachers are applying for leadership and Executive opportunities and positions. Teachers are collaboratively working on Accreditation Maintenance with QTSS times incorporating professional learning opportunities and interschool networking.</p> <p>Tell Them From Me- Staff survey</p> <p>Tell Them From Me data shows an improvement in all areas.</p> <p>Classroom context</p> <p>Data Informs Practice 8.1/10</p> <p>Teaching Strategies 8.4/10</p> <p>Learning Culture 8.9/10</p>
<p>Wellbeing Policy</p>	<p>Wellbeing Policy</p>

<p>Wellbeing, behaviour and attendance plans are embedded practice and achieved for all students.</p> <p>A decrease in negative recorded behaviours and suspensions to be <7% of population</p> <p>(baseline 2020 negative incidents in Sentral- 31 incidents of detention, 13 students, 7% of population)</p> <p>10% increase of students attaining Spirit Level and Freemans Reach Medal in school award system</p> <p>(2020 baseline of 300 Spirit Awards earned, baseline of 9 Freemans Reach Medals earned, 5% of population)</p>	<p>At Freemans Reach PS, Positive Behaviour for Learning (PBL) is our educational process that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture.</p> <p>PBL was introduced last year into our daily practices, so teachers and students have more time to focus on relationships and classroom instruction. Students have embraced our school expectations of- Respect, Safety, Being a good learner and being environmentally friendly. The benefits of this explicit and consistent feedback have been incredibly visible for all stakeholders.</p> <p>There have been 0% suspensions again in 2021.</p> <p>A decrease to 6.25% of population in negative recorded behaviours in Sentral (28 incidences, 10 students).</p> <p>16% increase of students attained the Freemans Reach Medal in our school Recognition and Award system (total of 35 Freemans Reach Medals earned, which is 21.8% of the population).</p>
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Strategic Direction 3: Community participation and engagement

Purpose

To encourage and promote high expectations, participation, recognition and reflection between students, staff, parents/carers and the wider community.

This aims to maximise student learning outcomes and productive partnerships between stakeholders.

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.

- Community engagement and strategic partnerships
- Educational Leadership and High Expectations Culture

Resources allocated to this strategic direction

Socio-economic background: \$4,750.00
: \$2,000.00

Summary of progress

Our Parents and Citizens' association provided never ending support over the year. I appreciated the positive and effective way in which this P&C and the community works in our school, and a huge thanks to all parents, grandparents, carers, relatives and friends of our school.

Whilst 2021 has indeed limited the way our volunteers can contribute to our school, they have been very flexible and respectful of the Department of Education's COVID19 safety guidelines, and the scope, of which we have worked. Teachers continue to maintain connections with parents and carers at a classroom level.

Delay in implementing initiatives in Terms 3 and 4 have required this work to be postponed to 2022.

Looking toward to 2022, we will continue our parent Cafe and curriculum tutorials to provide a soft access point for families. Parent forums and opportunities to engage with new families will continue to strengthen school culture.

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
All teachers make planned contact with their students' parent/carers at least once per semester, establishing positive partnerships about classroom practice and student achievement and high expectations.	Teaching staff made meaningful and regular contact with families throughout the year. All families were contacted in Term 1 within the first 5 weeks of the year to establish connections between home and school. Teachers also ran information sessions within this time to inform families of class timetables and homework, behaviour and academic expectations, as well as access points for communication. Formal Parent/Carer/Teacher interviews were conducted at the end of Term 1. Written student reports went home to all families in Term 2 and Term 4.
SEF • <i>Educational Leadership</i> element- Theme ' <i>Community engagement</i> ' - Delivering to Sustaining and Growing • <i>School Planning, Implementation and Reporting</i> element Theme ' <i>Continual Improvement</i> '- Delivering to Sustaining and Growing • <i>Management Practices and Processes</i> element- Theme	Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the element of Educational Leadership - Theme ' <i>Community engagement</i> ' Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of School Planning, Implementation and Reporting - Theme ' <i>Continual Improvement</i> ' Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of

<p>'Community satisfaction -Delivering to Sustaining and Growing</p>	<p>Management Practices and Processes- Theme 'Community satisfaction'</p>
<p>Participation</p> <p>50% of the community participate/attend/ offer feedback during consultative engagements including TTFM surveys, information nights, forums, working bees, behaviour and academic celebrations and student progress interviews</p> <p>(baseline 2020 TTFM feedback 25% of 115 families, other baseline attendance unavailable due to COVID19)</p>	<p>2021 saw an increase in community participation via zoom sessions and zoom interviews. Due to COVID19, many community events were postponed until 2022. or rescheduled . P&C meetings were conducted via zoom where appropriate. Some celebrations of student achievement were student only events due to DoE guidelines, with the expectation of increased community participation and engagement for 2022.</p>
<p>Communication/Engagement</p> <p>School communication is effective and varied to accommodate parents/carers access to the school. Online communication engagement is successfully utilised and subscriptions to online ENews, Newsletter, Facebook is increased to 50% of parent/carer population</p>	<p>100% of parents and carers subscribe to ENews for all communication, including reminders, school operations information and P&C sharing of information and event publicity. New families to our school automatically subscribe, even pre-Kindergarten enrollments. The school continues to hand out paper notes to students (that go home) on Tuesdays and Thursdays. This supports our families as they are expecting notes for those days without having to search school bags every day. The school also communicates via Facebook and on our school website, that is updated with latest operational status, newsletters and photos of recent school and community events.</p> <p>Our newsletter, <i>Freemans Reach In Focus</i>, goes out to families every three weeks. Publication on its new platform, Microsoft Sway has received positive feedback from our P&C students and staff. This features latest classroom learning updates, award recipients, community events, COVID safe advice and information from the principal, sharing celebrations and acknowledging effort from students, staff and community. We are pleased that our school with a population of 160 in 2021 had over 600 followers on Facebook with engagements increased by 130% in the last two years.</p>
<p>Tell Them From Me- Parent Survey</p> <p>Parents are informed (2019-5.4/10, 2020-7.4/10) increase to 8/10</p> <p>Parents support learning at home (2019-6.9/10, 2020-7.7/10) increase to 8/10</p> <p>School supports positive behaviour (2019-7/10, 2020-8.3/10) increase to 8.5/10</p>	<p>Parent and Carer voice from Google surveys have indicated that families are very satisfied with the quality of care they receive from teaching and non-teaching staff, in particular, during the Learning From Home (LFH) period. They were satisfied with the communication from the school and the effort that staff in order to support them and their child. Please see further in this report for greater detail.</p> <p>Due to the 'Learning From Home' period in Term 3, Tell Them From Me Parent and Carer surveys were postponed until 2022.</p>
<p>P&C</p> <p>An increase in P&C membership of new parents/carers (baseline at 11% of community population in 2020) that includes a cohesive and diverse, K-6 representation of the whole school community</p>	<p>In 2021, our school had increased its P&C membership to 18.26% of our parent population. There were 21 financial members in our P&C. Many of who worked tirelessly to support our school in the school canteen, uniform shop and during community events such as mothers' and fathers' day stalls, grandparent's day, zone cross country carnival catering, and local fundraisers for the school.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$93,330.35</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Freemans Reach Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Effective Classroom Practice in Reading and Numeracy • A Planned Approach to Wellbeing • Community engagement and strategic partnerships • Educational Leadership and High Expectations Culture • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources in Mathematics and Spelling • professional development of staff in utilising Check In data and PLAN2 to support student learning • employment of additional staff to support K-2 and Years 3-6 Mathematics Streamed Group program implementation • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>Increased student:teacher interaction and smaller class sizes to enable stage specific outcomes to be taught more effectively.</p> <p>Increased teacher understanding and use of student assessment data to inform teaching and learning.</p> <p>Increased use of Check In data and PLAN2 to monitor growth and attainment</p> <p>Stage meetings allowed for data analysis and executive led evaluations of programs and strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue with 0.4 additional teacher to facilitate K-2 and Year 3-6 Literacy and Numeracy teaching.</p> <p>Continue the implementation of Origo Mathematics for a second year to inform next steps in numeracy.</p>
<p>Aboriginal background</p> <p>\$14,750.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Freemans Reach 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"> • Data Driven Practices • A Planned Approach to Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in:</p> <p>Support for our Aboriginal students K-6 with 0.1 teacher for each week</p>

<p>Aboriginal background</p> <p>\$14,750.00</p>	<p>developed and published their DULILI magazine and Aboriginal language study and associated activities supporting that outcome. SLSOs supported in Reading groups and Maths groups to personalise support and measure student growth. This was fundamental in Term 3 Learning From Home, as home visits were timetabled three times per week to support families in implementing Learning From Home packages..</p> <p>Personalised Learning Pathways are developed, implemented and evaluated and uploaded into Sentral. Parents and carers support these processes to ensure communication is clear and informative.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to allocate time to scrutinise data collaboratively to ensure effective analysis of student assessment and identification of next steps. Continue to subsidise cost of incursions and excursions for our families. SLSO support will continue for targeted students in 2022.</p>
<p>English language proficiency</p> <p>\$2,615.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Freemans Reach 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"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in:</p> <p>Support in reading, writing and speaking and listening within the classroom has been established on Learning Support timetables for targeted students, as well as teacher librarian additional support time for visual literacy and responding to text for targeted students in Stage 1.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>These programs will continue into 2022 to widen the learning support to include stages 1 and 2.</p>
<p>Low level adjustment for disability</p> <p>\$80,059.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Freemans Reach 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"> • Data Driven Practices • Effective Classroom Practice in Reading and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention using minilit and macqlit to increase learning outcomes <p>The allocation of this funding has resulted in:</p> <p>Increased teacher-student interaction and differentiation in literacy and numeracy for all K-6 students.</p> <p>Data reflecting student growth in phonics and reading.</p>

<p>Low level adjustment for disability</p> <p>\$80,059.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continue with 0.6 second teacher to facilitate K-2 and Year 3-6 Literacy and Numeracy teaching. Continue to implement specific Soundwaves Phonics program x5/wk, with a K-2 increased focus on reading digraphs in varying contexts, e.g. real and nonsense words. Phonics sessions in Year 3-6 to develop phonic awareness of vowel digraphs - linked to Soundwaves spelling program. Develop recording system of levels for K-2 students who are still using decodable readers.</p>
<p>Professional learning</p> <p>\$14,249.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Freemans Reach Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Effective Classroom Practice in Reading and Numeracy • A Planned Approach to Wellbeing • Collaborative Teacher Practice, Feedback and Support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Stage based team meetings in consistent teacher judgement, data analysis and collaborative programming. <p>The allocation of this funding has resulted in: Increased collaboration in stage based meetings and Professional Learning discussion, opportunities for peer observations, with specific focus on explicit teaching and feedback. Identification of next steps for teaching and peer reviews.</p> <p>After evaluation, the next steps to support our students with this funding will be: Future Professional Learning and teaching practice to focus on cognitive load theory, retrieval and explicit teaching and feedback. Unpacking K-6 Mathematics and English syllabus documents that will support teachers to focus on problem solving, number sense and Measurement and geometry.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Freemans Reach Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Teacher Practice, Feedback and Support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • IT support for student and staff devices. and support Principal with WHS compliance with the additional SAO day in the office. <p>The allocation of this funding has resulted in: Increased administration and effective running of the school. Reduced administration burden on Principal.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with additional 0.2 SAO day (1 day per week) using School Principal Support Allocation.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the</p>

<p>\$4,050.00</p>	<p>literacy and numeracy learning needs of students at Freemans Reach Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • online program subscriptions to support literacy and numeracy (Soundwaves and Origo Stepping Stones Mathematics) <p>The allocation of this funding has resulted in:</p> <p>Increased teacher understanding and use of student assessment data to inform teaching and learning. Increased use of PLAN2 to monitor growth and attainment.</p> <p>Identification of gaps in students' phonic knowledge of 'nonsense' words.</p> <p>Increased understanding of number sense strategies and resources.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>School to use Soundwaves assessment Term 1 2022 to obtain reliable pre and post assessment data in Spelling. For Mathematics, to inform teaching and learning. Interview for Student Reasoning (IfSR) to be used for K-1 students to determine students' strengths and areas for development. In Phonics, K-2 teachers to include nonsense words in daily programming to enable students to recognise digraphs and trigraphs in a range of real and nonsense words.</p>
<p>QTSS release</p> <p>\$32,626.34</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Freemans Reach 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 initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in:</p> <p>Professional learning and peer observations strengthened collaboration between Principal, executive and teachers and the need for further professional learning on explicit teaching.</p> <p>Increased accuracy in analysing formative and summative assessment, making consistent teacher judgement in timetabled Stage meetings and the identification of students' next steps.</p> <p>Teacher skill development in team-teaching digital technologies lessons contribute to increased technology skills and to more confidently analyse student performance and data.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to allocate funding for collaborative data driven practices, professional learning and peer observations for 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Freemans Reach Public School who may be at risk of not meeting minimum</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice in Reading and Numeracy • Collaborative Teacher Practice, Feedback and Support • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: The Learning Support teacher taught in K-2 classrooms during reading and maths groups to take a small targeted groups to work on a differentiated program. This provided small group learning to maximise student outcomes and fill in gaps where required. Timetables were modified to suit these sessions.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will move towards a phonics based learning program that is reflected in the new K-2 Syllabus. Resources that provide decodable readers that match phonemes to graphemes will be sourced and professional learning will reflect this shift in pedagogy.</p>
<p>COVID ILSP</p> <p>\$120,949.76</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"> • Data Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition in Stage 1 and Stage 3 in preparation for high school transition. • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in: Increased phonics knowledge of 72% of targeted students, as evidenced through internal and external specific Soundwaves assessments and Phonological Awareness and Phonic Screening Check assessments. Identification of students' strengths in applying phonic knowledge to real words in phonics and reading, and the need for further improvement in applying phonic knowledge to 'nonsense' words for Year 1 students. Teacher and SLSO intervention during Learning From Home in Term 3 saw a focus on well-being strategies and learning packs developed by staff to be administered by parents. Zoom reading sessions were also fundamental to student growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with COVID ILS intervention with new areas of focus for Year 1 and Year 3 students termly. Bigger focus on writing - dictation to provide opportunities to segment words into taught phonemes. Targeted students to continue to receive COVID ILS in 2022, with focus on phonics, reading and writing for Stage 1 students and application of phonemic awareness in reading, writing and Mathematics for Stage 2 and 3 students.</p>
<p>Per capita</p>	<p>These funds have been used to support improved outcomes and the</p>

\$43,140.44

achievements of staff and students at Freemans Reach Public School

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

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

- Resources upgrade to the school library and playground

The allocation of this funding has resulted in:

Phase 2 of our Library upgrade that includes additional SLSO support for administration and the purchase of new books, blinds, furniture/seating, and chromebooks for student use. The library has a raised profile in the school as the heart of learning. This learning space is full of students during lunchtime openings and the borrowing rate of books has increased by nearly 250%.

Funding was also allocated to school playground improvements such as stenciling passive play areas, lunchtime seating areas, plants and bush-tucker garden for students and the maintenance of existing fixed equipment. Student use the playground spaces well and have voiced that playground options have significantly increased. The number of negative incidents in the playground had dramatically decreased.

After evaluation, the next steps to support our students with this funding will be:

Phase 3 of the library upgrade will include new shelving units that are modern, appealing and ergonomic for students K-6. Student voice via SRC are guiding our 'Paddock to Plate' program for 2022, where playground improvements will incorporate the Green Team gardens to create an outdoor kitchen and learning space for all students K-6.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	91	86	92	83
Girls	91	92	83	76

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.3	93.5	92.9	94.8
1	93.5	94.6	93.5	93.2
2	93.5	91.8	93.7	92.9
3	93.8	92.7	91.4	94
4	91.9	92.3	94	91.7
5	94.7	89.9	92.4	91.1
6	93.2	91.5	91.9	90.5
All Years	93.5	92.2	92.9	92.6
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)	2
Classroom Teacher(s)	6.97
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	3.02

*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	148,465
Revenue	2,181,295
Appropriation	2,129,335
Sale of Goods and Services	1,801
Grants and contributions	49,154
Investment income	205
Other revenue	800
Expenses	-2,139,932
Employee related	-1,933,656
Operating expenses	-206,276
Surplus / deficit for the year	41,363
Closing Balance	189,829

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	0
Equity Total	190,771
Equity - Aboriginal	14,755
Equity - Socio-economic	93,330
Equity - Language	2,617
Equity - Disability	80,069
Base Total	1,633,314
Base - Per Capita	43,140
Base - Location	0
Base - Other	1,590,174
Other Total	134,944
Grand Total	1,959,029

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

Student voice from Student Representative Council (SRC) meetings, internal questionnaires and 'Tell Them From Me' (TTFM) student survey results indicated a greatly improved perception of social and emotional outcomes and learning environments. TTFM student results continue to trend upward since 2019 in all drivers of student outcomes (effective learning time, advocacy at school, explicit teaching and teacher feedback, expectations for success), all responses scored above NSW norms. Student perception of bullying at the school dropped from 46% in 2019 to 24% in 2021, compared to the 2021 NSW norm of 36%. Students' perception on Positive Behaviour at School as indicated in the TTFM surveys reflect tremendous improvement, continuing to trend upward to now 90% (from 68% in 2019) which is also significantly higher than the NSW norm. This has been celebrated at Freemans Reach PS.

Student's perception of school facilities are also very high. 97% of students in our total school population believe that our extensive school facilities, (including classrooms, hall, computer room, multi-purpose spaces and playground spaces) agree that they are functional, safe and roomy, enjoyable, clean and inspiring places to be.

Next year, we are planning for further playground improvements to enhance our school facilities to maximise student participation, learning and emotional outcomes.

Parent and Carer voice from Google surveys have indicated that families are very satisfied with the quality of care they receive from teaching and non-teaching staff, in particular, during the Learning From Home (LFH) period. They were satisfied with the communication from the school and the effort that staff in order to support them and their child.

During the Learning From Home (LFH) period, of 35 respondents, 77% were happy with the amount of work set each day by teachers, 11% preferred less work, and 12% preferred more work. 23.5% of respondents went to the DoE's Learning From Home Hub to add to their child's learning, and 76.5% utilised work set by teachers in Google Classroom. Parents indicated that they appreciated the extra communication home and utilised the 'how to' demonstration videos and help guides.

54.3% of respondents said that they were happy with working from both paper booklets and online learning, where, only 25.7% said that they accessed online only. 92 devices were loaned to families. Parents were appreciative of loan devices (Chromebooks) that were sent home with their child to support learning from home.

79.2% of parents preferred online ordering system for lunch orders through the canteen and commented on the convenience for busing parents, morning or night.

There was very positive feedback from families to the school's COVID-19 school setting operations and were very thankful for the daily communication from the school via ENews and Facebook. Parents and carers have indicated that they would recommend Freemans Reach Public School to another parents.

Looking forward into 2022, the school will act upon requests and discussions to vary celebrations (including Spirit Award acknowledgement ceremonies) times so some families are not always taking the same day/times off work. Also student Academic Reports will be student goal centered within the English and Mathematics comments, so parents and carers can easily identify future areas of their child's development.

Staff voice was gained from regular feedback in meetings, internal questionnaires and Professional Development Plans (PDPs) review meetings, google polls and anecdotally.

Analysis of responses reflect that staff feel valued and supported, are treated fairly and that wellbeing of staff is a high priority. Additionally, staff feel that finances are aligned with maximising student outcomes. Staff believe that student behaviour is positive and managed consistently within the school. It was also noted that staff are pleased with the high and consistent level of student recognition and follow-up to teach desired behaviours.

Staff also feel that professional learning (PL) opportunities are aligned with the school's Strategic Improvement Plan. Furthermore, all staff own strategies to support improvement. Staff have indicated that targeted PL opportunities to address student knowledge retrieval and cognitive load may be beneficial as we work with new English and Mathematics syllabus documents. Non-teaching staff, who include our School Administration Manager (SAM), Officer (SAO) and School Learning and Support Officers (SLSOs), have indicated that being included in all staff meetings has been incredibly welcomed and informative where their contributions are valued and support school operating systems.

Looking ahead into 2022, PL opportunities for teaching and non-teaching staff will be balanced within PL Planners to be manageable and useful to their teaching craft and administrative responsibilities, as we timetable around heavier workload periods that is specific to each school term.

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.