

2021 Annual Report

Alstonville Public School



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Introduction

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

Alstonville Public School's vision is to foster a learning culture of high expectations, inclusivity and connectedness to the community. Our students develop skills to be flexible, adaptable and resilient learners who are capable of becoming leaders of their own learning.

School context

Alstonville Public School has an enrolment of 345 students, including 11% Aboriginal students. The school has 13 classes, including an opportunity class for high performing students with 30 teaching and support staff, including 3% Aboriginal staff. We acknowledge that our school is situated within the Bundjalung Nation and we are committed to working collaboratively with our local Aboriginal community and local Aboriginal Education Consultative Group to develop cultural learning and strong respectful relationships.

The school actively focuses on providing students with a balanced, progressive curriculum. Varied and extensive extra-curricular activities are offered to students resulting in learners that make independent and informed choices. These include; concert band, choir, public speaking, debating, and sports. Student leadership is promoted through active involvement in Student Parliament.

At Alstonville Public School teaching and learning is developed using Project Based Learning pedagogy to develop student agency in their learning through authentic projects that engage students. Students develop skills in collaboration, communication, creativity and critical thinking. Alstonville Public School is a Primary STEM Action School, mentoring primary schools in embedding STEM integrated curriculum. The school has a culture of enthusiasm, collaboration, sharing and support which produces a stimulating, innovative and rigorous learning environment.

Through the recent situational analysis process the school identified 3 strategic directions for the 2021-2024 School Improvement Plan. The school improvement plan will have a focus on improving student literacy and numeracy outcomes through the implementation of strategic direction 1: student growth and attainment. To further build on strategic direction 1 the school has identified quality pedagogical practice as the second strategic direction, focusing on high expectations in curriculum and quality pedagogical practice to improve student outcomes. To ensure success of the school improvement plan the third strategic direction will be focused on excellence in leadership. This will encompass the

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth and attainment we will refine whole school analysis and use of data to inform explicit teaching.

Initiatives

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

- Effective use of data
- Explicit teaching

Resources allocated to this strategic direction

Socio-economic background: \$4,835.00

Literacy and numeracy: \$8,664.11

Aboriginal background: \$31,763.79

Summary of progress

PM 1. How has the use of data enhanced explicit teaching resulting in growth and attainment?

17% of students below expected growth 24% of students at expected growth and 59% of students above expected growth.

PROBE data has shown improvement in students comprehension. Students are using a greater range of strategies to understand texts.

Learning conversations have highlighted that staff in K-2 enjoy teaching the phonics program and using the data to target their teaching. All staff have indicated that they would like to develop their capacity to analyse and use data more effectively moving into 2022.

Phonics data has demonstrated growth for the majority of students. We currently have less students participating in the phonics intervention programs moving into 2022 and more students moving onto the grammar components of Jolly Phonics. Due to reduction in class numbers, Literacy classes in 2022 will need to have multiple grammar classes in one. This will mean that teachers will need to focus more on differentiation of content and ensuring that they are utilising student data more effectively to plan lessons as following the scope and sequence will not be sufficient to effectively meet the needs of all students. Professional learning in using data for differentiation and transfer into spelling should be a focus moving into 2022.

Moving forward there needs to be more PL on data literacy and how to use data to effectively meet students needs. Teachers need to take ownership of their data and be able to form and articulate student learning goals and how and if students have met these goals.

Due to COVID lockdowns this SSS project did not start officially in classrooms until beginning of T4. All staff implemented Additive Strategy learning sprints and Number Talks into the first 20 minutes of their Mathematics lesson. During staff reflections during staff meetings with the SSS team, staff indicated that they saw student growth in their ability to explain their thinking and reasoning behind the way in which they solved a mathematics task. Staff saw great value in the Additive Strategy games and reflected on their students ability to modify rules and explain different strategies. PLAN2 results show some growth, however greater understanding of how to enter and analyse data on this platform will be needed moving into 2022 so teachers can get the most benefit out of the system to target individual student needs and monitor growth more effectively. Teachers have also reflected that they would like to work further on their questioning skills in Mathematics. IL observations found that all teachers were implementing Number Talks and Learning Sprints. Consistent feedback given to teachers was around their use of questioning and formative assessment. Both of these areas should be a focus moving forward in both the learning sprints and regular Mathematics programming.

Analysis of the teacher surveys and feedback has reinforced our need to revamp our Mathematics program so that it better aligns to the current research. Teacher feedback will be taken into consideration in the development of the scope and sequences and unit template moving forward. Staff understand the need for change and enjoyed the Professional Learning with a number of staff indicating that they were implementing aspects of their learning in class already. \$20 000 worth of Mathematics manipulative were purchased and the creation of small group manipulative boxes. PL was

delivered to the Mathematics Team - however was cut short due to COVID lockdowns. Sample mathematics unit was written and planning started within the maths team.

Visible Learning in Mathematics PL was delivered to staff during Term 4. Staff were positive about the change and especially liked the new scope and sequences where there was more time allocated to certain topics. Staff participated in PL around how to write units of work following Visible Learning pedagogy. Staff were released off class to write the 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
<p>Increase the proportion of students achieving in the top 2 bands in NAPLAN reading bands by 3.9% points from the baseline of 2019 system negotiated targets.</p>	<p>Year 3 Reading</p> <p>Top 2 bands- 50%- 14% increase from 2019</p> <p>Middle bands- 30%</p> <p>Bottom bands- 20%</p> <p>Year 5 Reading</p> <p>Top 2 bands- 37.3% - 7% increase from 2019</p> <p>Middle bands- 49.3%</p> <p>Bottom bands- 13.4%</p>
<p>Increase the proportion of students achieving in the top 2 bands in NAPLAN numeracy bands by 4.3% points from the baseline of 2019 system negotiated targets.</p>	<p>Year 3 Numeracy</p> <p>Top 2 bands- 22%- 0.2% decrease from 2019</p> <p>Middle bands- 70.7%</p> <p>Bottom bands- 7.3%</p> <p>Year 5 Numeracy</p> <p>Top 2 bands- 23.9% - 4.3% decrease from 2019</p> <p>Middle bands- 59.7%</p> <p>Bottom bands- 16.4%</p>
<p>Increase the percentage of students achieving the expected growth in NAPLAN reading by 2.5% points from the baseline of 2019 system negotiated targets.</p>	<p>Reading</p> <p>Top 2 bands 3&5= 42.10% - exceeding 2021 goal</p> <p>Achieving expected growth- 69.57%- exceeding 2021 goal</p>
<p>Increase the percentage of students achieving the expected growth in NAPLAN Numeracy by 3.1% points from the baseline of 2019 system negotiated targets.</p>	<p>Numeracy</p> <p>Top 2 bands 3&5= 23.10% - not meeting 2021 goal</p> <p>Achieving expected growth- 61.70%- exceeding 2021 goal</p>
<p>Increased percentage of students attending school by 2.9% points from the baseline of 2019 system negotiated targets.</p>	<p>The target was not met, the school was 0.2% below the state average. The school had high expectations for the submission of learning, while learning from home and students were marked absent if a student did not submit online learning.</p>

Strategic Direction 2: Quality pedagogical practice

Purpose

To provide quality teaching practices that ensure every student improves every year.

Initiatives

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

- Effective teaching practice
- Collaborative practice

Resources allocated to this strategic direction

Aboriginal background: \$1,500.00

Professional learning: \$21,387.38

Summary of progress

To what extent has the implementation of effective teaching and collaboration improved student learning and engagement?

Teachers have developed skills in planning for literacy learning using the gradual release of responsibility model to explicitly teach students. All teachers have been supported to develop skills in writing quality literacy programs. Instructional leader conversations have indicated that teachers enjoy using quality texts to teach all aspects of the English syllabus. All teachers use number talks and additive strategies learning sprints to differentiate learning in mathematics lessons. These processes will continue in 2022. The high level of collaborative practice within the school has assisted in ensuring the success of changed pedagogy and consistency across the school.

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 demonstrate evidence of an 'emerging level' in using the targeted four effective teaching strategies in daily practice (Effective teaching practice continuum).	The plan for all teachers working at an emerging level in the 10 effective teaching practice areas, was narrowed down to 4 areas: learning intentions, success criteria, feedback and questioning to ensure teachers had time and support to embed changed practice.. There is a broad range of capabilities across the staff. Teachers have self-evaluated and set goals with instructional leaders to improve practice. Differentiated professional learning will continue in 2022 to support all teachers growth in all areas.
School self assessment of collaborative practice demonstrates evidence of emerging in all aspects (Collaborative Practice Matrix).	Base line data collected in Term 2 showed the school working within the emerging and evolving levels in the matrix. Evaluation in term 4 showed that the school had moved to embedding in all 8 areas focused on collaborative teacher practice, with an improvement focus. The school will work to continue to develop practices to move the school into excelling in all areas.

Strategic Direction 3: Leadership – Expertise and innovation

Purpose

To establish a professional learning community focused on the identification and development of leaders within and beyond the school.

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.

- Instructional leadership
- Development of leaders

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$70,634.34

QTSS release: \$69,288.92

Socio-economic background: \$6,951.00

Aboriginal background: \$2,500.00

Professional learning: \$3,376.00

Summary of progress

In what ways and to what extent has leadership expertise and innovation developed and grown through leadership development practices?

Instructional teachers have worked closely with all teachers across the school to develop High Impact Professional Learning in Literacy and Numeracy based on student data and teacher and

1. Instructional leaders use student learning data to inform professional learning, evaluating the needs of teachers and students.
2. Instructional leaders develop and deliver professional learning focused on how to plan and deliver guided reading lessons using student data, using the High Impact Professional Learning toolkit.
3. Teachers complete professional learning in teaching practices that support the use of the Jolly Grammar phonics, spelling and grammar program
4. Introduction of 'understanding texts' learning progression to plan for individual student goal setting.
5. Instructional leaders' model and coach teachers to implement explicit and effective teaching strategies, through differentiated coaching practices.

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
12% of teachers and executive staff demonstrating evidence of highly accomplished or lead level practice against the Australian Professional Standards for Teachers.	The APST was not used to measure the impact of leadership development. Impact of leadership expertise and innovation is evident through feedback from teachers, observations of practice and in student learning data. Evidence of leadership development is also seen in 2 relieving assistant principals gaining permanent AP positions in local schools, 1 relieving assistant principal gaining a permanent teaching principal position (TP2), 1 x AP gaining temporary principal education officer position, 1 x teacher gaining a relieving AP position at a local school and business manager gaining a temporary administration officer position at district office.
20% of Year 6 students demonstrate an active level of foundational leadership qualities within the Halogen student leadership development framework.	Student elections, post interviews and post survey are currently taking place to evaluate progress, impact and inform student leadership action for 2022. As a future direction, the student leadership team will continue to connect Stage 3 students to the concepts within the student leadership development framework, making the framework more child friendly and specifically

20% of Year 6 students demonstrate an active level of foundational leadership qualities within the Halogen student leadership development framework.

targeting the first eight capabilities to monitor the development of student thinking and the transfer into everyday implementation. From there, we will deepen understanding of student leadership across the whole school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$219,674.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Alstonville 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"> • Other funded activities <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 • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: Students with additional needs were supported to engage in learning and school life to their full extent.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support students with additional needs to ensure they are able to participate in learning and additional school activities.</p>
<p>Socio-economic background</p> <p>\$57,213.95</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Alstonville 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"> • Effective use of data • Instructional leadership • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • release for teachers to run band and parliament - extra-curricular activities • professional development of staff through employing 2 Assistant Principal Instructional Leaders to support student learning in all classes • employment of a Technology Support Officer to support access to technology throughout the school for all students and teachers. <p>The allocation of this funding has resulted in: Student learning outcomes through instructional leaders supporting quality teaching practice and leading professional learning throughout the school. All staff and students have benefited from access to technology that is in working order and accessible.</p> <p>After evaluation, the next steps to support our students with this funding will be: The role of Technology Support Officer will continue in 2022 and as will 1.6 Assistant Principal Instructional Leader positions to support student learning.</p>
<p>Aboriginal background</p> <p>\$43,663.79</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Alstonville 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</p>

<p>Aboriginal background</p> <p>\$43,663.79</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching • Effective teaching practice • Development of leaders • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional Student Learning Support Officer to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of support for engagement in learning and building of cultural connections for our students • creation of literacy and numeracy resources to use at home to support student learning • Purchase of Aboriginal and Torres Strait Island cultural texts and books written by indigenous authors for use in the classroom and library • Creation of a Yarning Circle for the school community to use <p>The allocation of this funding has resulted in: Students being supported to develop literacy and numeracy skills both at school and home. Indigenous culture is visible in learning in classrooms through curriculum and extracurricular activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Strengthen our indigenous student's leadership skills by continuing to build these skills throughout the school and in the Jarjum Dreaming team. Students will continue to be supported to develop literacy and numeracy skills and build connections with culture through meaningful learning.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Alstonville 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 (SLSO) in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: SLSO has supported identified students to develop literacy skills focused on phonics and phonemic awareness.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support identified students at their point of need.</p>
<p>Low level adjustment for disability</p> <p>\$204,847.09</p>	<p>Low level adjustment for disability equity loading provides support for students at Alstonville 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers

<p>Low level adjustment for disability</p> <p>\$204,847.09</p>	<p>The allocation of this funding has resulted in: Employment of additional SLSOs to support identified students requiring additional support at school in their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will continue to be used to support students with identified needs that fall below the threshold of integration support funding.</p>
<p>Location</p> <p>\$5,075.50</p>	<p>The location funding allocation is provided to Alstonville Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement- employment of a Technology Support Officer <p>The allocation of this funding has resulted in: Improved access to technology that is working and accessible for all staff and students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ a Technology Support Officer to ensure access to technology to support learning.</p>
<p>Professional learning</p> <p>\$24,763.38</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 Alstonville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative practice • Development of leaders <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher learning led by APILs in developing units of work using new literacy and numeracy pedagogy, 1:1 support provided. Teacher learning in developing other KLA units of work based on project based learning pedagogy. • School leader professional learning to support the leadership and management of the whole school. • Teacher participation in PDP generative conversations focused on reviewing teacher learning and planning where to next. <p>The allocation of this funding has resulted in: Teachers developing skills in writing units of work using new pedagogy to support improved student outcomes. Teachers have developed greater ownership of their learning through the PDP process and the use of generative conversations to support self-reflection and growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: Teacher learning will continue to be focused on developing highly effective skills in teaching all learning areas, with a focus on literacy and numeracy teaching. The use of generative conversations will continue to be used and implemented throughout the year to strengthen teacher self-efficacy and development.</p>
<p>School support allocation (principal</p>	<p>School support allocation funding is provided to support the principal at</p>

<p>support) \$20,125.83</p>	<p>Alstonville 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"> • 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 a Business Manager 1 to support the financial and asset management of the school. <p>The allocation of this funding has resulted in: The Principal has been able to focus more time on the educational leadership and management of the school with some tasks being allocated to the Business Manager.</p> <p>After evaluation, the next steps to support our students with this funding will be: A Business Manager will continue to be employed in 2022..</p>
<p>Literacy and numeracy \$8,664.11</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Alstonville 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"> • Explicit teaching <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 <p>The allocation of this funding has resulted in: Purchase of decodable readers for the school to support the revised literacy teaching program throughout the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Literacy and numeracy development in 2022 will be continue to be supported by APILs working with all teachers and students to improve outcomes.</p>
<p>QTSS release \$69,288.92</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Alstonville 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"> • Instructional leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Instructional leaders used student learning data to inform professional learning, evaluating the needs of teachers and students. From this they developed and delivered professional learning that was focused on how to plan and deliver high-impact literacy lessons. • Instructional leaders modelled practice and coached teachers to implement explicit and effective teaching strategies, through a variety of practices. <p>The allocation of this funding has resulted in: Consistency across the school in using effective teaching strategies in literacy and numeracy has shown improvement in student learning. Creation</p>

<p>QTSS release</p> <p>\$69,288.92</p>	<p>of systems to collect and analyse student data aligned to school curriculum has enhanced teacher skills in using data to differentiate learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: QTSS funds will be accessed so that the school's Assistant Principal/Instructional Leader role will continue in 2022. This will support teacher learning focused on literacy and numeracy teaching.</p>
<p>Literacy and numeracy intervention</p> <p>\$70,634.34</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Alstonville Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of APIL to support the implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: Consistency across the school in using effective teaching strategies in literacy and numeracy has shown improvement in student learning. Creation of systems to collect and analyse student data aligned to school curriculum has enhanced teacher skills in using data to differentiate learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of APIL position to support teacher learning and improved student outcomes.</p>
<p>COVID ILSP</p> <p>\$130,291.41</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for all students in literacy/numeracy • employing an Assistant Principal Instructional Leader to lead professional learning and supporting staff to develop skills in using data to differentiate instruction, explicit teaching of literacy and numeracy and developing effective teaching sequences <p>The allocation of this funding has resulted in: Explicit teaching is seen in classrooms in literacy and numeracy with an increase in the use of data to inform teaching. This will continue to be a focus in 2022.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of APIL positions using alternative funding source. COVID ILSP funding will be used to support identified targeted students in 2022.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	257	215	189	174
Girls	226	192	186	173

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.5	94.8	93.9	89.6
1	91.9	91.8	90.1	91.6
2	93	93.2	90.9	89.8
3	93.3	93	88.9	90.6
4	92.4	92.9	91.3	89.5
5	93.9	92.6	87.3	90.1
6	92.9	93	90.9	90
All Years	92.9	93	90.2	90.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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)	4
Classroom Teacher(s)	11.66
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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	451,360
Revenue	3,788,676
Appropriation	3,602,101
Sale of Goods and Services	102,504
Grants and contributions	83,780
Investment income	290
Expenses	-3,803,152
Employee related	-3,427,088
Operating expenses	-376,064
Surplus / deficit for the year	-14,476
Closing Balance	436,884

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	269,676
Equity Total	312,757
Equity - Aboriginal	43,664
Equity - Socio-economic	61,846
Equity - Language	2,400
Equity - Disability	204,847
Base Total	2,492,795
Base - Per Capita	92,444
Base - Location	5,076
Base - Other	2,395,275
Other Total	356,668
Grand Total	3,431,896

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

Teachers report that they appreciate the level of collaboration within the school. They also enjoy sharing new pedagogies with staff from other schools that leads to improvements in student learning. The instructional leaders and executive team facilitate learning conversations, lesson observations and feedback, modelling of specific practice to drive school improvement practices.

According to the Tell Them From Me surveys, there are elements of student satisfaction that are in need of addressing. These include having a positive sense of belonging within the school, where a response of 55% compares to a state average of 81%. 77% of students indicated they enjoy positive relationships at the school, but only 58% report being interested and motivated.

Parental participation in school programs has been greatly impacted by the Covid pandemic, and this is reflected in responses regarding school satisfaction. The community has strongly indicated that it is eager to support and collaborate with the school, and are willing to enhance their involvement wherever possible. This is an area that the school looks forward to improving in 2022.

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.