

2021 Annual Report

Anna Bay Public School



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Introduction

The Annual Report for 2021 is provided to the community of Anna Bay 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

2021 was another year filled with many challenges due to the ongoing pandemic, however, there were many highlights throughout the year.

I would like to thank our entire community for the way they continued to come together in the face of such disruption.

The community, our staff and students went above and beyond during the 'Learning from Home' period. Online learning was refined in 2021 after the lessons learned from the first lock down during 2020, and saw the creation of the Anna Bay PS Learning From Home hub. The school provided technology to be used at home. Students used Google Classroom, Microsoft Teams and learning packs to learn during this period. The school went through major community consultation around a set of quotes to be placed on the entry steps.

The school's NAPLAN expected growth in reading was significant at 61%, and our Year 5 cohort showed growth across almost every domain.

I am very proud of the efforts of staff in managing the challenges that arose throughout the year and in making positive changes, particularly in regards to data use and analysis in reading.

Anna Swanson

School vision

Through high expectations we aspire to create future focused, creative lifelong learners who are inspired to meet academic and wellbeing challenges in an inclusive, collaborative and positive learning environment where every person is valued.

School context

Anna Bay Public School is a welcoming and friendly school located on the beautiful peninsula of Port Stephens. The school has large, attractive grounds which are complemented by excellent learning spaces to help engage learners and encourage cooperative play. Anna Bay Public School has an average annual enrolment of 368 students. Anna Bay Public school currently has 14 mainstream classes and a support unit for students with a diagnosed emotional disturbance disability. 11% (or 40 students) identify as Aboriginal or Torres Strait Islander.

Anna Bay Public School is a member of the Tomaree Learning Community which includes Tomaree High, Bobs Farm, Shoal Bay, Soldiers Point and Tomaree Public Schools. The schools in the learning community work in collaboration to provide a comprehensive education for children aged 5 to 18 years.

The Gan Gan Schools as Community Centre is part of the Anna Bay Public School site and runs a variety of community outreach and engagement programs to support the Tomaree Learning Community. We are an active member of the Youyoong AECG and demonstrate our commitment to the Walking Together, Working Together agreement.

Our P&C actively seeks to positively involve parents in shaping the school community and coordinates many successful fundraising events throughout the year to engage the community and raise funds to support significant projects to enhance engaging learning and positive playground experiences for all students.

The school has completed a situational analysis that has identified 3 areas of focus for this strategic improvement plan. After reviewing the previous school plan evaluation, it is important to note that this plan is designed to focus on teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

1. Student growth and attainment

When analysis was conducted against the student outcome measures, it was evident that expected growth in both reading and numeracy would be an area for explicit focus in the new school plan. Our value add data is Sustaining and Growing for K-2, and working towards delivering for 3-5, which has resulted in the SEF S-aS grade of Delivering, and this growth will need to be supported by quality pedagogy professional learning, and a deeper focus on a smaller amount of focus areas.

Reflecting on the WWB strategies, it became apparent that there were many strategies and focuses that we could pursue and that there are many interdependencies between the themes. Having reflected on our inconsistent implementation of practices in the past, we have prioritised establishing sustainable structures and processes for leading improvement, innovation and change as recommended by the literature. In particular, we will be establishing a culture of high expectations and a deeper level of collaboration to improve student learning outcomes and growth in literacy and numeracy.

2. Wellbeing and Attendance

When conducting the analysis of the school wellbeing data we found that while we were sustaining and growing in some areas such as caring for students and behaviour, it was identified that we needed to focus on other areas. Specifically, these are Attendance and a Planned Whole School Approach to Wellbeing.

To address these needs in our school we consulted CESE publications 'Wellbeing literature review' and 'What works best: 2020 Update'. The literature consistently identified core elements of focus that aligned to our needs. PBL has been part of the last two school plans but the literature suggests that behaviour is only a part of wellbeing and there is more work to be done that warrants inclusion of wellbeing in the new school plan. Therefore, our next school plan will be inclusive of activities that promote social and emotional learning as well as targeting support for different phases of student development and for students who may be at risk. Further to this a focus on strengthening our approach to attendance and ensuring consistent and systematic processes are in place to support student learning and engagement.

3. Community Engagement

Our school offers many opportunities for community engagement and use, including the Gan Gan Schools as Community Centre (SaCC), the Fairplay OOSH, Allegría Dance, School P & C and other opportunities for parents to engage with the school. To this end, we want to consider what best practice in community engagement and collaboration will look like as a focus area over the next 4-year period.

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	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in literacy and numeracy we will develop and sustain whole school processes for collecting and analysing data 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.

- Reading and Numeracy
- Leadership

Resources allocated to this strategic direction

Integration funding support: \$113,000.00
Aboriginal background: \$16,514.00
Socio-economic background: \$156,275.00
Literacy and numeracy: \$11,674.74
Professional learning: \$8,650.00
Per capita: \$92,201.00
English language proficiency: \$2,300.00
Low level adjustment for disability: \$48,115.58
QTSS release: \$69,288.92
Literacy and numeracy intervention: \$47,089.00

Summary of progress

Reading and Numeracy

Data collection processes for reading achievement were significantly adjusted with a change in the way data was collected, processed, and used. Reading and numeracy teams were established to plan and deliver comprehensive, targeted professional learning to drive improvement in teaching and learning. School Learning and Support Officers were employed to support teaching, learning and intervention.

To enable these processes, staff were engaged in providing feedback on teaching practices in reading and numeracy, analysing National Assessment Program - Literacy and Numeracy data sets to identify common areas of need, professional learning regarding evidence-based practices, collaboratively developing lesson plans and resources, whole school consistent data collection and data driven practices, professional learning for leadership team, and School Learning and Support Officers. Some barriers included staff capacity to reflect their understanding in their teaching practices, home learning resulting in adjusted implementation timelines and staff wellbeing and priorities during home learning. Data collection of staff feedback for reading and numeracy was helpful in driving professional learning through a shared school focus and identifying areas of need.

The impact of changed systems and processes is evident in staff efficacy and commitment to collaboratively developing and implementing evidence-based approaches to reading and numeracy. In Reading, K-6 teachers collect 5-weekly reading data, engage in collaborative data analysis, use data to identify focus students, develop learning goals and strategies, and plan intervention programs. In Numeracy, staff collaboratively planned whole school lessons and resources to introduce maths growth mindset norms.

Data collection did not effectively measure improvement in processes and knowledge, understanding and implementation within classroom teaching practices. Observations and collegial discussions highlighted that the shift in data collection required higher levels of staff support through professional learning and building capacity in implementing evidence-informed practices, such as using running records to gather reading data and implementing research delivered in professional learning sessions. Our next steps will be to improve processes in data collection, collaboratively develop negotiables and non-negotiables, ensure higher levels of staff support and professional learning, such as classroom walk throughs and observation and demonstration lessons, to support changed practice.

Leadership

The Leadership team engaged in leadership professional learning on valuable data and change management, promoted and engaged in collaborative and reviewed and analysed previous 3 years of NAPLAN and check in data to determine areas of focus in literacy and numeracy. Literacy and numeracy teams engaged aspiring leaders.

Literacy and numeracy teams engaged staff and used data to develop action plans, plan and implement professional learning, review current practices and research informed professional learning. The leadership team led stage planning days, the development of consistent programming expectations, teaching and learning programs and assessments, a maths sliding scale assessment for place value and the collection, analysis and tracking of student data to drive intervention and whole school priorities. Home learning was a barrier resulting in adjusted team action plan timelines, challenges of collaborative practice while working from home and continuity of learning for students through the collaborative teaching and learning programs and assessments. Reading data collection and analysis was effective in tracking student growth and planning for intervention.

The impact of leadership is evident through increased leadership capacity across the school, collaborative practices for school priorities, reading data being effectively used to inform intervention and professional learning is responsive to student, staff and whole school needs and priorities. In reading, data collection showed improvement in student learning across K-6, however, did not reflect growth in comprehension skills. In maths, the place value sliding assessment was not implemented across K-6 so there is a gap in baseline data.

Our next steps will be to improve the way in which growth and attainment in reading and place value is measured across K-6. Furthermore, we will continue to develop and refine data collection strategies to measure growth and attainment for both students and staff.

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>Achievement of 2021 system-negotiated targets:</p> <ul style="list-style-type: none"> * Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 6.5% to 38.5% * Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 5.1% from 25.8% to 31%. * Student growth in NAPLAN Reading uplift of 5% * Student Growth in NAPLAN Numeracy uplift of 5% 	<p>Data indicates 30% of students are in the top two skill bands for reading which is a decrease against baseline data.</p> <p>In numeracy, 18% of students are in the top two skill bands indicating a decrease against baseline data.</p>
<p>Whole school Professional Learning Plan has been developed that aligns with school targets and priorities as well as teacher identified need.</p> <p>School uses data to determine areas of need: 1 for each literacy and numeracy.</p>	<p>Whole School professional learning plan has been implemented and driven by literacy and numeracy data. The areas of focus are comprehension and whole number.</p>
<ul style="list-style-type: none"> * Students achieving expected growth in NAPLAN Reading shows 3% uplift. * Students achieving expected growth in NAPLAN Numeracy shows 3% uplift. 	<p>Reading uplift is compared with 2019 NAPLAN data.</p> <p>Expected reading growth in 2019: 57%. 2021: 61%</p> <p>Expected numeracy growth in 2019: 52%. 2021: 37%</p>

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.

- Attendance
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$52,304.00

6200 National chaplaincy program: \$35,189.00

Location: \$6,271.05

Gan Gan centre budget: \$396.00

School support allocation (principal support): \$21,101.00

Summary of progress

Attendance

Significant work has been completed in developing an Attendance policy and the A team, which have driven both systems for monitoring and recognising attendance percentages across the school. Regular communication with our parent community around the benefits of good attendance and expectations of attendance have supported these initiatives over the year. As our data showed a high percentage of unexplained absences, this also became a target of recognition and reward.

To enable these processes, we had whole staff embrace the incentives and systems, clear communication on Sentral, community funding, commencement of Sentral parent portal and LaST commitment to late arrivals. Some barriers included reminders to teachers about follow procedures daily, negative parent feedback around one reward day. We found Sentral attendance data and Scout data sets very helpful in determining target students/ areas for improvement.

The impact of changed systems is evident in a common language around attendance ('We were in the 100 club today!'), reduction of office admin time spent on attendance, more engaged students, improved attendance of target students and a more consistent system for class teachers to process absenteeism.

Next year in this initiative we will continue our recognition and reward systems and in the A team driving direction in this area. We will provide regular and timely TPL for staff in attendance procedures. We will not provide rewards that are 'all or nothing', and instead look to more of an inclusion in a lucky dip style reward for eligible students.

Wellbeing

Tier 2 behaviour support was commenced and included staff briefings, linking with LST systems and supporting Tier 2 students. Other initiatives included the BRAVE program, employment of additional SLSOs to support students in the playground, LST systemic changes and the continuation of PBL.

Enablers included a streamlining of LST practices (moving meeting time to the mornings when CTs could attend, processing and reviewing referrals and implementing new NDIS systems), reviewing of the BOQ and whole staff engagement in wellbeing TPL. Further data is required to establish effective and ineffective practices in this area.

Many students have been positively supported throughout the LST process throughout the year, and have been supported by intervention and in class support. Data shows the impact these initiatives are positive, demonstrating a reduction in incidents, higher levels of individual support and ongoing monitoring.

Next year in this initiative we will continue to build on current LST practices, and develop more streamlined processes between teams that promote wellbeing across the school.

Next year in this initiative we will not have isolated 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
<p>Achieve overall attendance rate of 92% and 75% of students attending 90% of the time.</p> <p>Regular PBL data will drive wellbeing programs and initiatives and remain above 90% for Tier 1 students.</p>	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has not been accurately measured due to Learning From Home periods. • 100% of students can identify a trusted adult at school who they can turn to for help when required.
<p>* Wellbeing focus: expectations of behaviour are codeveloped with students, staff and the community. They are explicitly, consistently and supportively applied across the school.</p> <p>* Learning Culture: Effective partnerships in learning with parents and students means students are motivated to deliver their best and continually improve.</p>	<p>The PBL team have surveyed staff on current PBL practices and used this data in creating an Action Plan to implement to reboot the PBL program in 2022.</p> <p>Staff have found ways to connect with parents virtually and remotely to develop effective partnerships. Parents are regularly informed about student progress and goals to achieve.</p>

Strategic Direction 3: Community Engagement

Purpose

To develop a planned and collaborative approach to support and leverage the knowledge, capabilities and social capital of our school community to achieve better learning and wellbeing outcomes for all of our students

Initiatives

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

- Engagement
- Schools as Community Centre: Gan Gan Family Centre

Resources allocated to this strategic direction

Aboriginal background: \$24,570.00
Socio-economic background: \$350.00
Gan Gan centre budget: \$33,203.00

Summary of progress

Engagement

ABPS has continued to engage positively with the community in a variety of ways. Regular attendance at our Youyoong AECG meetings, consistently upskilling staff in Aboriginal culture through participation at Connecting to Country professional learning, and finding innovative ways to stay connected while navigating Covid 19 restrictions.

The development of the ABPS ACEP team and engagement with the wider Port Stephen's ACEP network has developed clear goals to further engage with research on best practice in Aboriginal Education. All staff show commitment to the Walking Together, Working Together agreement through ensuring every student is supported and closely monitored in reaching their potential through education and social support. The Birrawal (Wandiyali) program, which is endorsed by the Youyoong AECG, was engaged in Term 3 as an extension of this commitment, and students identifying as Aboriginal or Torres Strait Islander were able to access either individual or small group sessions to discuss culture, connection and future goals. A connection was also formed with a local bistro to support attendance initiatives and we worked collaboratively with our parent body to complete a home reading audit.

Feedback from the community was gained in a variety of ways, and resulted in some changed practices. The Learning From Home Hub was launched during our Learning From Home period, to create a 'one stop shop' for parents to find all the links and supporting documents and instructions on how to successfully engage participate in online learning. During this time, feedback was also sought on growth mindset quotes for some step treads for the school entry stairway, which will be installed before the end of the year. This year there were a significantly larger amount of respondents in the Tell Them From Me survey than last year, and many areas had improved results from previous years.

Next year we will continue to engage in meaningful collaborative partnerships with our parent body, the Youyoong AECG and community partnerships.

Gan Gan Family Centre - Anna Bay Schools as Community Centres Project (SaCC)

In 2021 we delivered a range of programs and initiatives for families with children living across the Tomaree Peninsular. Our activities were guided by the SaCC Program Framework and offered a holistic approach to early learning and wellbeing. The four elements of the framework are safe, healthy and connected communities, key life transitions, positive parenting and early development of children. Many of our initiatives go across these four elements and include:

Supported playgroups- we were able to offer four supported playgroups each week,

Parenting programs- as well running set parenting programs(Tuning in to Kids, 123 Magic and Early Parent Support group) we provided individual support and referral to many families.

Other activities we offered in 2021 included a baby massage program, a STEM program, kinship carers group and a food relief program

Our programs were offered onsite until restrictions were imposed due to COVID and we quickly adapted to find new ways to support our families. This included running playgroups in the park, delivering activity packs to the door step of families and increasing our online presence.

To support our capacity to deliver outcomes for the community we relied on strong relationships with our community partners in particular the Benevolent Society and Port Stephens Council

Due to COVID restrictions our contribution to transition to school programs was modified and we were able to secure a number of grants to support school transition to school programs across the Port Stephens.

Despite 2021 having a number of challenges with restrictions we were able to ensure families remained connected to the program, each other and the community. Our supported playgroups offer a chance for families to build supports and friendships seek referrals to other agencies and most importantly provided opportunity for children to learn as they play.

The implications of the disrupted year has meant we are now looking to re-establish partnerships with government and non government organisations as well as looking for new partners, as many agencies continue to have restrictions around service delivery.

We are working to reestablish a full suite of evidence based initiatives and programs that are inclusive and responsive to families.

We are looking at creative ways to increase our reach and engagement with families and community as this has been disrupted over the last year and we aim to ensure families are aware of the services we provide.

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
Goal: 50 parents complete TTFM survey	In 2021, there were 31 responses in our TTFM survey. This will continue to be a focus area in 2022.
Improvement as measured by the School Excellence Framework: Community Engagement moves from Delivering to Sustaining and Growing Community Use of Facilities moves from Sustaining and Growing to Excelling TTFM: 90% of families feel welcome and informed as reported in Tell them from me parent survey	ANNA BAY SCHOOLS AS COMMUNITY CENTRES PROJECT In 2021 disruptions to our service delivery meant that we found new approaches and practices to ensure Anna Bay Schools as Community Centres Project (SaCC) programs and initiatives were inclusive and responsive to local families and the school community. We consulted with families remotely and worked with our community partners and networks such as the Tomaree Interagency and the Benevolent Society to identify local priorities to meet the needs of the community. As a result of consultation, we were able to offer a targeted approach to engagement including increasing our online presence, facilitating parenting programs online, delivering craft activities and having doorstep conversations with families, as well as increasing our referral and support service. In addition to this targeted approach, we implemented several school community projects focusing on engagement including "Spoonville" which was a great way to keep our students engaged in the community during COVID-19 lock downs. We were supported by Port Stephens Council to implement two projects focusing on transition to school with the aim of engaging kindergarten families and welcoming them into the school environment. Moving forward the Anna Bay SaCC is an integral part of the school

<p>Improvement as measured by the School Excellence Framework:</p> <p>Community Engagement moves from Delivering to Sustaining and Growing</p> <p>Community Use of Facilities moves from Sustaining and Growing to Excelling</p> <p>TTFM: 90% of families feel welcome and informed as reported in Tell them from me parent survey</p>	<p>community engagement plan, we are responsive and able to coordinate a range of community engagement initiatives to enhance the early learning and wellbeing of children birth to eight years.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$113,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Anna Bay 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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: A learning and support officer was employed in every classroom across the school for a minimum of 8 hours across the week. In addition, this funding has also employed casual staff to release teachers to attend targeted PL required to support the understanding of whole number and comprehension.</p> <p>After evaluation, the next steps to support our students with this funding will be: Provide ongoing training to our SLSO staff to identify gaps and deliver personalised learning. This funding also allows an additional class to be formed, lowering the amount of students in each classroom which promotes a richer learning environment for all students.</p>
<p>Socio-economic background</p> <p>\$208,929.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Anna Bay 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"> • Wellbeing • Reading and Numeracy • Leadership • Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • employment of additional staff to support [name] program implementation. <p>The allocation of this funding has resulted in: Training in Data harvesting sessions, running records, Understanding Texts progression, Focus Student data and employment of SLSO staff in each classroom for 8 hours a week. All staff now create and submit own instructional reading data. This includes the development of focus students with progression informed targets to reach. All students results are regularly reviewed by class teachers. This data, along with NAPLAN and Check in assessment data will inform the intervention team direction over the remaining years of this plan. Staff have an understanding of Maths Norms and explicit teaching will begin in 2022 of these in each classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further enhance effective strategies and systems, and review future pedagogical options as per survey and data results.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$41,084.00</p>	<p>needs of Aboriginal students at Anna Bay 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"> • Reading and Numeracy • Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • <p>The allocation of this funding has resulted in: Staff returning from training all report a higher connection with and understanding of the local Aboriginal history and sites. Students continue to make connections and deeper understanding of their culture through regular attendance with the cultural group or the Birrawal program.</p> <p>After evaluation, the next steps to support our students with this funding will be: We are looking to widen the opportunities for connection within our school next year. This includes regular staff PL on Evidence-based strategies and research into Aboriginal Education, K-2 cultural opportunities, development of our ACEP team and possibly forming our own Junior AECG group.</p>
<p>English language proficiency</p> <p>\$2,300.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Anna Bay 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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: deeper levels of staff engagement with and understanding of reading and numeracy policies and training.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff to be presented with information to inform practice and value all components that are needed to promote successful reading in the classroom.</p>
<p>Low level adjustment for disability</p> <p>\$48,115.58</p>	<p>Low level adjustment for disability equity loading provides support for students at Anna Bay 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"> • Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the

<p>Low level adjustment for disability</p> <p>\$48,115.58</p>	<p>employment of School Learning and Support Officers</p> <ul style="list-style-type: none"> targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: Teachers have become skilled in analysing and using student learning data to drive teaching and learning programs. Intervention and learning and support staff are using valid and reliable data to drive personalised programs for targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Build on initial systems in place to drive intervention programs and personalised learning in every classroom.</p>
<p>Location</p> <p>\$6,271.05</p>	<p>The location funding allocation is provided to Anna Bay 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"> Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> student assistance to support excursions <p>The allocation of this funding has resulted in: employment of staffing to support students in both the playground and on excursions.</p> <p>After evaluation, the next steps to support our students with this funding will be: To review the amount of support required and how it is processed.</p>
<p>Literacy and numeracy</p> <p>\$11,674.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Anna Bay 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"> Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> staff training and support in literacy and numeracy staffing an additional class to keep class sizes smaller, and to optimise the learning in all classrooms. updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: lower class sizes across the school, allowing a lower ratio of teacher to student.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to organise staffing around lower class sizes and increasing intervention support.</p>
<p>QTSS release</p> <p>\$69,288.92</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Anna Bay 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>

<p>QTSS release</p> <p>\$69,288.92</p>	<ul style="list-style-type: none"> • Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of intervention staff x 4 days per week • PL time for staff to work with AC&I <p>The allocation of this funding has resulted in: additional support for students via intervention, in class support and staff professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Review the impact of intervention targeted professional learning, and plan funds to effectively target continued growth in these areas.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Anna Bay 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"> • Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • 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 • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in: targeted students receiving personalised support in reading and whole number via intervention staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to refine data input and analysis so that systems in place are effective and lead to improved outcomes in reading and whole number achievement.</p>
<p>COVID ILSP</p> <p>\$162,741.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <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 • providing targeted, explicit instruction for student groups in literacy/numeracy - [reading/ whole number] • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in: the development of an intervention team, which has provided support to individual and small groups of students based on 5 weekly data cycles.</p>

<p>COVID ILSP</p> <p>\$162,741.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Extend the size of the team, to develop programs that are designed to suit the needs of the students in attendance.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	176	188	191	188
Girls	153	158	177	184

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.3	92.2	92.8	90.7
1	91.3	92.3	92.4	91.4
2	93.8	92.6	93	89.7
3	93.6	92.9	89.9	89
4	90.8	92.1	91.8	89
5	91.1	90	90.7	88.4
6	91	89.8	90.6	87.5
All Years	92.2	91.7	91.7	89.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.89
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	3.92

*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	77,871
Revenue	4,094,253
Appropriation	3,987,656
Sale of Goods and Services	27,023
Grants and contributions	78,997
Investment income	177
Other revenue	400
Expenses	-3,904,048
Employee related	-3,585,752
Operating expenses	-318,296
Surplus / deficit for the year	190,205
Closing Balance	268,076

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	116,171
Equity Total	396,473
Equity - Aboriginal	41,083
Equity - Socio-economic	192,759
Equity - Language	2,400
Equity - Disability	160,231
Base Total	2,770,792
Base - Per Capita	92,202
Base - Location	6,271
Base - Other	2,672,319
Other Total	338,197
Grand Total	3,621,632

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

In our TTFM data, students from Years 4 -6 reported a score of 7.8 for advocacy at school, which is higher than the NSW average score. Parents rated the school a 7.7 in the section 'Parents feel welcome', an average higher than the state mean score.

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.