

2021 Annual Report

Austinmer Public School



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Introduction

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

Austinmer Public School is located on Dharawal land in the northern suburbs of the Illawarra. We pay respect to elders past, present and the leaders of the future. We believe that by living with hope, understanding and respect for each other, we can all continue to learn and share this land and live together in peace and harmony. Walking in a spirit of true reconciliation, respect and unity.

2021 allowed for staff, students and parents to collaborate in a way that was new to all. Staff are to be commended for their seamless transition into learning from home, and for their commitment to refine the delivery of their lessons, regularly taking on feedback from parents and students. The celebration of student work presentations were uplifting and inspiring- the commitment to education from the community was clear to see.

Austinmer Public School is a rewarding school to be a part of. The community of Austinmer is welcoming and supportive; with dedicated teachers and staff, an energetic parent community and an intelligent, empowered student cohort. Our School Learning Support Officer, Mitch Francis was engaged to design our house banners, and after consultation with the student community he has started his design. We look forward to presenting the artwork in 2022.

Simone Brett, Principal

Message from the school community

On behalf of the P&C and the community, I would like to take this opportunity to thank the entire staffing team at Austinmer Public for their dedication, support and compassion in delivering online learning. For our teachers, this meant finding new ways to deliver learning to the wide variety of styles our kids learn in, and for administrative staff it meant providing resources and technical support to parents.

Thank you to our P&C members for continuing to 'turn up' to our virtual meetings and looking for ways for us to fundraise and deliver projects. We were fortunate to be able to hold a 'Welcome to School' event. We were able to run the Mother's Day stall, purchase books for our library; which will help our kids and parents have powerful conversations about diversity and inclusion, roll out our 'Return and Earn' program and purchase a new gazebo for use at events. We look forward to seeing the completion of our Living Classroom in 2022.

Vicki Morris, Austinmer P&C President

School vision

Austinmer Public School is committed to promoting a culture of excellence, by providing authentic, challenging, and stimulating learning opportunities. We have high expectations and we continually seek to improve ourselves and our work. Together we will challenge and engage our learners, enabling them to explore and build on their individual abilities, interests, and experiences.

School context

Austinmer Public School is located directly opposite the beach, in the suburb of Austinmer. Situated in the northern suburbs of the Illawarra, we are a member of the Seacliff Community of Schools, in the Wollongong North Network. The scenic surrounds of the escarpment and the coastline motivate an active community, committed to environmental education and sustainability practices.

The school was established in 1867. It is recognised within the community for being welcoming and inclusive, the importance of social values are reflected in the school motto 'friendship, truth and effort'.

Austinmer Public School consists of 12 classes, and has a student enrolment of 291. We have 7 students who identify as Aboriginal. 9.7% of students have language backgrounds other than English. The student cohort has an attendance rate of 91.9%, with 75.9% of students attending more than 90% of the time.

Staff are committed to providing quality education in a nurturing, innovative environment. Our school is supported by a cohesive and academically motivated parent community. Austinmer Public School has a long history of working with community members to design and provide extra-curricular opportunities. Additional programs in sport, mathematics, technology and creative arts support the talent development of our learners.

The school community, involving students, staff, parents and the NIAECG, were consulted throughout the situational analysis and the development of the strategic improvement plan. Through our situational analysis, we identified the need to increase academic challenge for our learners in English and mathematics. All learners need to be challenged and engaged in order to fully develop their potential. Student data indicated 35% of students were confident of their skills but did not find classes challenging. The proportion of students indicating high skills and high challenge, in English and mathematics is reported as lower than state average.

Our work will focus on high impact professional learning to develop and sustain a culture of high expectations; strengthening formative assessment practices and engaging in ongoing analysis of data to inform practice. The gap analysis indicates a need to focus on contextual understanding of vocabulary in literacy and numeracy, as well as the skills of inferring, analysing and problem solving.

We will promote excellence in curriculum delivery by drawing on the collective expertise of staff within our school, network and system to strengthen staff knowledge of syllabus expectations, explicit teaching strategies and evaluative practices. The school has a collaborative culture of learning, we will enhance practices to embed regular evaluation and reflection. Our students begin school with strong foundations in literacy and numeracy, we will monitor and improve staff understandings of best practice and goal setting, ensuring shared responsibility and accountability, for every learner to improve every year.

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 | Delivering |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | 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 and maximise learning outcomes in reading and numeracy, we will refine data driven practices; embedding school wide assessment practices and ensuring teaching practices align the challenge, complexity and depth of the learning to the needs of the 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.

- Quality assessment to inform instruction
- Explicit teaching practices

Resources allocated to this strategic direction

Literacy and numeracy: \$8,000.00
Low level adjustment for disability: \$70,495.24
Literacy and numeracy intervention: \$47,090.00
Integration funding support: \$28,543.00
Socio-economic background: \$5,567.49
Aboriginal background: \$3,733.57
English language proficiency: \$2,400.00
QTSS release: \$35,386.00

Summary of progress

The focus of our work in this strategic direction was to deliver high impact professional learning, improving instructional practices, developing consistent routines and adaptive teacher expertise in order to improve student results in literacy and numeracy.

Literacy leaders were coached by an external mentor and worked with staff across networks to develop collegial approaches to whole school reading improvement. Professional learning was tailored to the needs of staff. Staff collaborated to ensure consistent and ongoing assessment in reading. Collaborative strategies included classroom observations, classroom walk-throughs and the analysis of student work samples. Focus areas included explicit teaching of vocabulary and connecting ideas. Analysis of check-in data indicates that the percentage of questions answered correctly in the area of vocabulary in Years 3, 4, 5 and 6 were higher than the state averages. Years 3, 4 and 5 were higher than similar school groups.

In 2022 staff will engage in professional learning to enhance the delivery of literacy and numeracy. Focus areas include increasing engagement in high potential and high-performing readers, using quality assessment to guide numeracy lessons and establishing systems and structures to enhance feedback.

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 |
|---|--|
| Improvement in the percentage of students achieving in the top 2 bands in NAPLAN reading and numeracy to be at or above the system negotiated baseline. | <ul style="list-style-type: none">• The percentage of students in the top 2 bands of NAPLAN reading is 48.3% and the percentage of students in the top 2 bands of NAPLAN numeracy is 42%; indicating progress yet to be made against the annual progress measure. |
| The percentage of students achieving expected growth in NAPLAN reading and numeracy to be at or above the system identified baseline. | <ul style="list-style-type: none">• The percentage of students achieving expected growth in NAPLAN reading is 3% lower than the system-identified baseline, indicating progress yet to be made against the annual progress measure.• The percentage of students achieving expected growth in NAPLAN numeracy is 9% lower than the system-identified baseline, indicating progress yet to be made against the annual progress measure. |

Strategic Direction 2: Excellence in curriculum delivery

Purpose

In order to improve student engagement and maximise student achievement in all curriculum areas, we will provide rich cross curricular learning opportunities and embed explicit teaching and effective classroom practices.

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.

- Differentiation
- Effective Classroom Practice

Resources allocated to this strategic direction

QTSS release: \$20,000.00

Summary of progress

The focus of our work in this strategy was to improve writing across key learning areas and develop consistent understanding of syllabus expectations. Staff developed rich tasks that mapped learning across the curriculum, allowing for flexible entry and exit points for learners. Student voice was captured and programs were adapted to reflect learner strengths and interests.

Staff leaders participated in department professional learning aimed at improving student achievement by building teacher capacity to foster deep learning through critical and creative thinking. Professional learning focused on developing teaching, learning and assessment approaches that sequence learning using critical and creative thinking. The team participated in online training and workshops with direct support from Teacher Quality Advisors. Programs were developed and refined, activities were trialed from Kindergarten to Year 6. Students were engaged in rich cross-curricular tasks. Staff used the Critical and Creative Thinking learning continuum to scope lessons. Data sources included qualitative measures such as student interviews and quantitative measures such as visible thinking routine templates, learning progressions and exit slips.

In 2022 staff will participate in professional learning to further develop their understanding of High Potential and Gifted Education. Staff will engage in curriculum reform as a Self Select School, unpacking new syllabus documents and delivering contextualised units of learning.

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 |
|---|---|
| An uplift in the percentage of students in TTFM who report expectations of success, advocacy and sense of belonging to be at or above the system identified baseline. | <ul style="list-style-type: none">• Tell Them From Me data indicates 80.9% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). |
| Improvement as measured by the School Excellence Framework: Teaching: Effective classroom practice (S+G) professional standards (S+G) | <ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice.• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of professional standards. |
| Previous TTFM teacher surveys are analysed and strategies are implemented to impact challenging and visible goals and planned learning opportunities. | <ul style="list-style-type: none">• Analysis of the school's work in increasing the challenge and engagement of students in their learning resulted in the school trialling weekly student/teacher feedback meetings so that students can fulfil their potential. |

Improvement as measured by the School Excellence Framework:

Learning: curriculum (S+G) and reporting (S+G)

- Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of curriculum.

- Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of reporting.

Strategic Direction 3: A culture of high expectations and continuous improvement

Purpose

To develop a culture of high expectations and continuous improvement; we will strengthen whole school evaluation, underpinned by regular analysis of evidence, an understanding of improvement strategies, strong data capabilities, evaluative practices and a responsive school climate.

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.

- Personalised Learning
- Evaluative Practice

Resources allocated to this strategic direction

Low level adjustment for disability: \$5,500.00

Summary of progress

The focus of work in this strategic direction was to embed and refine structures to consistently evaluate data. The evaluation of data is used to strengthen teaching practice, driving continuous improvement and putting student learning at the centre of decision making.

Staff continued to engage in the Leading Evaluation, Evidence and Data (LEED) training. Assessment practices and processes were reviewed, with staff participating in moderation activities, as well as analysing the quality of their assessment tasks. Staff analysed qualitative data, performing document analysis on evidence of formative and summative assessment. All staff participated in professional learning to deepen understanding of quantitative data.

In 2022 staff will continue to focus on evaluation syllabus alignment, ensuring that assessments are of high quality and provide information to inform next steps. The school data inventory indicated that data sources could be used more effectively to monitor longitudinal data and measure student improvement. Stage targets will be set and monitored and student goals and progress will be communicated.

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 |
|---|--|
| Uplift in the percentage of students attending greater than 90% of the time to be above the system-identified baseline. | <ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has increased by 0.58%. |
| Improvement as measured by the School Excellence Framework: Learning: student performance and management (S+G) and wellbeing (S+G) | <ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of student performance measures.• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of wellbeing. |
| Improvement as measured by the School Excellence Framework: Teaching: 'data skills and use' (S+G) and 'learning and development' (S+G) | <ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development.• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use. |
| Improvement as measured by the School Excellence Framework: | <ul style="list-style-type: none">• Self-assessment against the School Excellence framework shows the elements of educational leadership to be sustaining and growing. |

Leading: 'educational leadership', 'school planning, implementation and reporting' and 'management practices and processes' (S+G)

- Self-assessment against the School Excellence framework shows the element of school planning, implementation and reporting to be sustaining and growing.
- Self-assessment against the School Excellence framework shows the element of management practices and processes measured as sustaining and growing.

| Funding sources | Impact achieved this year |
|---|--|
| <p>Integration funding support</p> <p>\$28,543.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Austinmer 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"> • Explicit teaching practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their classrooms. The funding was utilised to provide School Learning Support Officer (SLSO) time, with eligible students being supported with classroom routines and learning activities as well as high school transition programs (where appropriate).</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p> |
| <p>Socio-economic background</p> <p>\$5,567.49</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Austinmer 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"> • Explicit teaching practices <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 access to learning materials and experiences at home • providing students without economic support for educational materials, uniform, equipment and other items • supplementation of extra-curricular activities • staff release to increase community engagement <p>The allocation of this funding has resulted in: students receiving access to resources, learning materials and experiences at home. Additional staff were employed to assist with the engagement of students during the learning from home period, with duties including organising resources and troubleshooting technical issues. Funding was also used to supplement excursion costs for several students, allowing them to participate in educational opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> |

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| <p>Socio-economic background</p> <p>\$5,567.49</p> | <p>to continue to employ a School Learning Support Officer (SLSO) to support students' additional learning and wellbeing needs in the classroom and to cover school expenses for students who require financial assistance.</p> |
| <p>Aboriginal background</p> <p>\$3,733.57</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Austinmer 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"> • Explicit teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the Personalised Learning Pathways (PLP) processes and additional support and monitoring of identified learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to ensure personalised support is provided to Aboriginal students and cultural awareness and connection are increased through consultation and collaboration.</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 Austinmer 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"> • Explicit teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: all identified students receiving personalised support and all new students being screened and assessed. The EAL/D enhanced teaching and learning cycle was used to plan and program lessons.</p> <p>After evaluation, the next steps to support our students with this funding will be: ongoing professional learning for staff to identify and develop assessments that identify language demands of the curriculum and best support learners.</p> |
| <p>Low level adjustment for disability</p> <p>\$75,995.24</p> | <p>Low level adjustment for disability equity loading provides support for students at Austinmer 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</p> |

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| <p>Low level adjustment for disability</p> <p>\$75,995.24</p> | <p>including:</p> <ul style="list-style-type: none"> • Personalised Learning • Quality assessment to inform instruction • Explicit teaching practices <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 • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: staff collaboratively analysing data and student work samples to enhance their understanding of where students are at in numeracy and reading and to inform the planning of teaching and learning activities to meet student needs. The school focus was moving students achieving the middle NAPLAN bands to the top two bands, with the learning and support staff working with Years 2 and 4. The learning and support team also provided intervention for students requiring additional accommodations and SLSOs implemented phonic programs for students with additional needs in Early Stage 1 and Stage 1.</p> <p>After evaluation, the next steps to support our students with this funding will be: the continued implementation of the phonological awareness diagnostic tool, with follow-up programs and support, provided as needed by trained SLSOs. To further expand the impact of the Learning Support Team we will review its current processes to ensure we are meeting the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.</p> |
| <p>Literacy and numeracy</p> <p>\$8,000.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Austinmer 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"> • Quality assessment to inform instruction • Explicit teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Students in Years 3-6 participating in MathsBURST, a spatial reasoning program. <p>The allocation of this funding has resulted in: teachers engaging in extended professional learning on practices that develop students' mathematical understanding through the spatial reasoning component of the general numeracy capability framework. Check-in results show improvement in the area of Number sense and algebra, with Year 4 improving from 69% accuracy in Term 2, to 80% accuracy in Term 4.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to analyse student data and work samples, identifying priorities and providing additional support and extension as needed.</p> |
| <p>QTSS release</p> <p>\$55,386.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Austinmer Public School.</p> |

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| <p>QTSS release</p> <p>\$55,386.00</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 practices • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: the executive team planning and delivering professional learning to improve whole school practice. Professional learning was aligned to student need and focused on formative assessment, quality assessment, literacy routines, unpacking big ideas in numeracy and strategies to consolidate place value understanding. Staff conducted observations and classroom walk-throughs, providing feedback to improve professional knowledge and practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to release assistant principals to lead improvement in literacy and numeracy, as well as continuing to release staff to participate in collaborative data review and planning sessions.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$47,090.00</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Austinmer 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"> • Quality assessment to inform instruction • Explicit teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher days days per week to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: targeted support throughout the year for students with additional needs in literacy and numeracy. Collaborative data review cycles were held every 5 weeks, to track and monitor student progress. Teachers designed responsive teaching and learning programs and implementation was supported by the additional teacher. Assessments were conducted in cycles, allowing for comparison and monitoring of progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to develop systems for monitoring longitudinal data, and consider how we can better support and identify high potential learners. Systems for recording and communicating adjustments will be areas for consideration.</p> |
| <p>COVID ILSP</p> <p>\$37,367.00</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</p> |

COVID ILSP

\$37,367.00

enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

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

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy- writing

The allocation of this funding has resulted in:

small group tuition for Early Stage 1 writers, with an additional staff member being employed 3 mornings per week. The additional support ensured that additional guided writing lessons were prepared and delivered. The Early Stage 1 teamed tracked and monitored progress using the learning progressions and the K-2 writing tool. Every learner met kindergarten benchmarks, with high potential writers identified and offered extension opportunities. The project was celebrated with preliminary and end of year writing samples framed and sent home to communicate and celebrate progress.

In addition to the writing project, targeted Year 4 readers were provided with small group tuition. The group participated in close reading activities, with prereading activities preparing them for discussions of text. School group tuition focused on vocabulary in text and using context clues to clarify understanding. A review of check-in and PAT data demonstrated significant progress and improvement among all learners who were supported by this funding.

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

to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their literacy and numeracy learning goals will be a priority.

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 165 | 160 | 159 | 157 |
| Girls | 162 | 149 | 137 | 134 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 94.8 | 94.4 | 94.1 | 95.1 |
| 1 | 90.4 | 94.2 | 96.5 | 94.7 |
| 2 | 94.2 | 92.2 | 93.8 | 93.9 |
| 3 | 92.6 | 94.3 | 92.6 | 94 |
| 4 | 93 | 92.4 | 94.5 | 92.6 |
| 5 | 93.9 | 91.8 | 93.9 | 92.3 |
| 6 | 91.6 | 91.7 | 93 | 91.4 |
| All Years | 92.9 | 92.9 | 94 | 93.3 |
| State DoE | | | | |
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 93.8 | 93.1 | 92.4 | 92.8 |
| 1 | 93.4 | 92.7 | 91.7 | 92.7 |
| 2 | 93.5 | 93 | 92 | 92.6 |
| 3 | 93.6 | 93 | 92.1 | 92.7 |
| 4 | 93.4 | 92.9 | 92 | 92.5 |
| 5 | 93.2 | 92.8 | 92 | 92.1 |
| 6 | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92 | 92.4 |

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 9.46 |
| Literacy and Numeracy Intervention | 0.42 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 0.6 |
| School Administration and Support Staff | 2.52 |

*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 | 109,773 |
| Revenue | 2,612,418 |
| Appropriation | 2,506,507 |
| Sale of Goods and Services | 3,156 |
| Grants and contributions | 102,654 |
| Investment income | 102 |
| Expenses | -2,562,812 |
| Employee related | -2,352,825 |
| Operating expenses | -209,986 |
| Surplus / deficit for the year | 49,607 |
| Closing Balance | 159,380 |

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 | 25,218 |
| Equity Total | 87,695 |
| Equity - Aboriginal | 3,734 |
| Equity - Socio-economic | 5,567 |
| Equity - Language | 2,400 |
| Equity - Disability | 75,994 |
| Base Total | 2,098,456 |
| Base - Per Capita | 72,969 |
| Base - Location | 0 |
| Base - Other | 2,025,487 |
| Other Total | 172,721 |
| Grand Total | 2,384,090 |

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

Parent/ caregiver Satisfaction

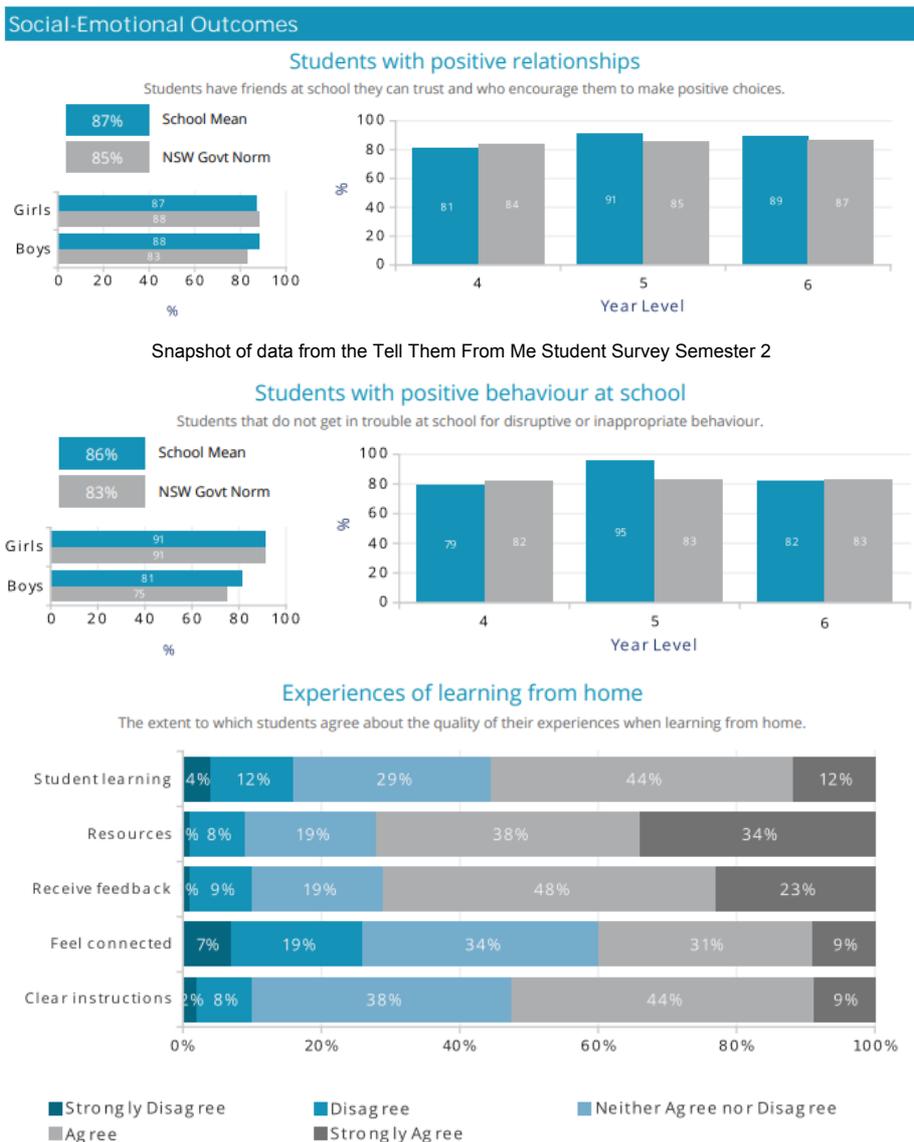
Staff at Austinmer Public School regularly sought feedback from the community when delivering learning from home. Regular feedback from parents allowed staff to modify the delivery of lessons. The evidence of learning snapshots provided a platform to celebrate the success of the learning from home packages. Staff frequently sought information around engagement levels, ease of navigation of the learning platform and quality of resources. Parents were surveyed through Google forms, and SeeSaw was used as a platform for communication and feedback. Parents valued the daily messages from staff, recorded feedback and flexibility in delivery. The extracurricular activities and family options were well received with high take-up.

Student Satisfaction

Findings from Tell Them From Me data indicate the school is performing above NSW Govt Norms in areas of Social-Emotional Outcomes. Students at Austinmer identified they had positive social relationships. The data also indicated that the percentage of students displaying school pride had increased to 71%. Students who demonstrate positive behaviour also increased to 86%, above the state mean of 83%.

Teacher Satisfaction

The Tell Them From Me teacher survey data indicates that staff view the learning culture, collaboration and teaching strategies as important factors to drive student learning. Staff indicated that they value opportunities to unpack problems of practice with other staff. Planning lessons and resources with staff was also an area of strength. In the theme of learning culture, staff indicated they regularly provide written feedback to students and that they have high expectations for student learning. Analysis of the data indicates that data to inform practice will continue to be an area of focus. Staff indicate providing exemplars and unpacking common mistakes as areas to focus on.



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.