

2021 Annual Report

Avoca Beach Public School



1082

Introduction

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

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

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School vision

Avoca Beach Public School is committed to providing a safe and caring environment where individuals are respectful, responsible and strive for their personal best. A focus on wellbeing and engagement ensures every student is known, valued and cared for. We strive to provide high quality, explicit teaching and learning through an inclusive, challenging and balanced curriculum, to develop students as life long learners with exceptional literacy and numeracy skills.

School context

Avoca Beach Public School is a comprehensive K-6 primary school on the Central Coast of NSW. Our school population of 474 students, including 10 students identifying as Aboriginal and Torres Strait Islander is accommodated in 19 classes and supported by a Principal, four Assistant Principals, teaching, support and office staff.

Avoca Beach Public School prides itself on developing and maintaining authentic connections with the local community. A genuine partnership with the P&C ensures the school is well positioned in providing a safe, welcoming and inclusive environment. The school is devoted to building strong educational and positive wellbeing links within the Kincumba Learning Community. The school values the consultative partnership with our Aboriginal community and the Tjudibaring Local AECG.

Positive Behaviour for Learning (PBL) strategies based on the core values; Respect, Responsibility and Personal Best are embedded into all aspects of school life. Avoca Beach Public School places importance on a holistic approach to student wellbeing and recognises the value of open, two way communication. The school offers a range of academic, cultural and sporting programs which provide differentiated opportunities for students to excel. We have a very proud history of achievements in the sporting arena, debating, public speaking, music and the arts.

The school has completed a situational analysis that has identified three areas of focus for the school improvement plan.

1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that expected growth in and percentage of students in top 2 bands in Numeracy would be an area for explicit focus in the new school plan. Through focus groups, teachers identified the need to examine quality data as a whole school, using this to provide explicit feedback to all students.

The key focus areas of explicit instruction, effective feedback and use of data to inform practice, provided by 'What works best evidence based practice to help improve student performance', were central to our goals. Research literature and school evaluation gave us clear focuses for three main areas; explicit teaching practices in Mathematics, data analysis across the school and effective feedback across the school. Developing explicit instruction for K-6 with the support of instructional leadership and mentoring programs will support our capacity to embed best practice into every classroom and allow for formalised and structured feedback.

2. Wellbeing and engagement

When conducting the analysis of school wellbeing it was evident that student sense of belonging is an area of ongoing focus. To further develop a sense of belonging for students, the school focus groups identified a more planned, evidence-based approach to wellbeing was necessary, coupled with the need to provide increased leadership opportunities, a range of extra-curricular activities and opportunities for students to mix across stages in structured programs.

Current wellbeing programs such as PBL, Worry Woos and Friendology provide the foundation for a planned approach. With adjustments and improvements to what we currently do, we could further improve student attendance, provide more leadership across the school and promote positive, respectful relationships among students and staff.

3. Quality systems

School planning, management practices and processes are areas of focus we identified in the SEF-SaS 2019. After consideration of staff and executive focus groups and other available evidence, we have concluded that we will have a four year focus on developing clear and explicit guidelines and processes to improve teaching and learning across the school, formative and summative assessment and learning and support procedures. Collaboration to develop these processes will connect teachers and leaders to their colleagues. This will help increase teacher collective efficacy, which Hattie (2019) lists as the number one factor that influences student achievement.

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy, we will examine quality data which will lead to targeted instructional leadership and implementation of explicit instruction in every classroom.

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.

- Explicit Instruction
- Data driven practices

Resources allocated to this strategic direction

QTSS release: \$45,125.00

Literacy and numeracy intervention: \$44,847.00

Literacy and numeracy: \$8,000.00

Professional learning: \$24,000.00

Low level adjustment for disability: \$118,904.00

Summary of progress

Explicit Instruction in Mathematics was strengthened in all classrooms throughout the year through mentoring and instructional leadership opportunities. Support was provided to ensure that all teachers were consistent with the planning of and the delivery of effective warm up lessons within classrooms. As a result, explicit instruction warm ups are now being implemented in every classroom across the school K-6. Stages worked together to revise the Mathematics scope and sequence and create explicit instruction stage overviews of content to ensure all content was incorporated in warm ups each fortnight. A whole school programming template was created to ensure consistency across the school. Sustained professional learning around planning explicit, differentiated mathematics lessons using Essential Assessment data is an ongoing focus and area for development.

A number of data driven practices have been put in place this year to ensure that student assessment data is regularly used school-wide to identify student achievements and progress in order to reflect on teaching effectiveness and inform school directions. Numeracy and reading data conversations have been embedded into the professional learning calendar each term and have provided valuable opportunities to have open conversations and target students in need. Due to COVID restrictions this was unable to be delivered every term this year and it will continue to be a focus next year. Sentral Markbook was set up to collect baseline reading and TEN levels. Essential Assessment was introduced as a school-wide assessment tool to collect and track data in Mathematics. Stage 2 successfully trialed the program this year in Term 2, 3 and 4 and whole school professional learning sessions were implemented to introduce the program with all staff. Common grade assessments were administered for Years 1 to 6 mid year and again at the end of the year. Next year this will continue along with the implementation of the pre and post assessments for each sub strand. Future professional learning sessions will be focused on using Essential Assessment data to inform teaching and learning programs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Percentage of students achieving top two bands in numeracy is equal to or above the baseline of 36.9%.	• 47.9% (Year 3) and 28.8% (Year 5) of students are now in the top two skill bands (NAPLAN) for numeracy, indicating progress towards the annual progress measure.
Percentage of students achieving top two bands in reading is equal to or above the baseline of 56.2%	• 59.2% (Year 3) and 47.5% (Year 5) of students are now in the top two skill bands (NAPLAN) for reading, indicating progress towards the annual progress measure.
The baseline of 56.5% of students achieve expected growth in NAPLAN	• Data indicates that 48.1% of students achieved expected growth in NAPLAN numeracy showing a decline in baseline data.

numeracy.	
The baseline of 67.6% of students achieve expected growth in NAPLAN reading.	<ul style="list-style-type: none"> • Data indicates that 56.4.% of students achieved expected growth in NAPLAN reading showing a decline in baseline data.
Achieve our baseline school average reading lexile level of 779L.	<ul style="list-style-type: none"> • Data indicates that the average reading lexile level of 736L was achieved.
Achieve our baseline percentage of 75% of students achieving at proficient or advanced in the Literacy Pro proficiency bands.	<ul style="list-style-type: none"> • Data indicates that 66% of students achieved proficient or advanced in the Literacy Pro proficiency bands, a decline in baseline data.
Increase from 33% to 66% of teachers reporting they use Explicit Instruction techniques in Mathematics lessons every day.	<ul style="list-style-type: none"> • A school-based survey regarding the implementation of explicit instruction techniques in Mathematics indicated an increase of 67% from baseline data.
Achieve the baseline average of 69.6% of students (Yr 2 - Yr 6) achieving positive growth in the PAT Maths assessment.	<ul style="list-style-type: none"> • Data indicates that 78% of students achieved positive growth in the PAT Maths assessment, an increase in baseline data.

Strategic Direction 2: Wellbeing and engagement

Purpose

To increase the proportion of students reporting sense of belonging at school.

Initiatives

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

- Promoting social and emotional learning
- Fostering a sense of belonging

Resources allocated to this strategic direction

QTSS release: \$21,500.00

Socio-economic background: \$9,000.00

Aboriginal background: \$1,000.00

Summary of progress

In 2021 the promotion of social and emotional learning along with fostering a sense of belonging was successfully implemented through the establishment of House Families. All teachers and students were actively involved in weekly meetings that involved a specific learning focus. Programs including Friendology and Worry Woos was embedded into these sessions, fostering social and emotional development. In 2022 this weekly program will continue to focus on the development of belonging as a local, national and global citizen. A peer support program, 'Buddies', was implemented between Kinder and Year 6 and Year 1 and Year 5. Due to restrictions, they had limited opportunities to connect. This program will continue in 2022.

Attendance in 2021 showed a marked improvement, particularly in Semester 2. The Wellbeing Coordinator met with the HSLO fortnightly to monitor student attendance. Identified students had an attendance improvement plan implemented. Direct communication with the Wellbeing Coordinator and HSLO resulted in improved attendance. The implementation of Sentral has allowed teachers to regularly monitor and access attendance information. Teachers are contacting parents after 3 consecutive days of non-attendance. Sentral has been an effective method of recording and viewing issues relating to student wellbeing and performance. A future direction for the use of Sentral will include utilising class builder and mark book.

A wellbeing coordinator for 2 days per week has ensured that 10 students have up to date access requests and receive funding. This funding is used to employ 7 SLSOs to support students with specific learning needs to access the curriculum. This position has also ensured that students have specific PLaSPs and these are developed in consultation with parents.

To further promote engagement students participated in Enrichment experiences in the areas of Science and Mathematics, where students were actively involved in a variety of learning tasks. Involvement of 97 members of the community fostered a connection between home and school. Two days in semester 2 were postponed until 2022. Students from Years 4-6 are encouraged to engage in extra curricula activities such as debating, dance, sport and gardening.

In 2021 there were 11 students who identify as Aboriginal or Torres Strait Islander. Recognition of their participation and achievement in all aspects of their school life was acknowledged as part of the Tjudibaring AECG awards night. Fostering a sense of respect for First Nation people was developed across the whole school through NAIDOC week and Reconciliation experiences.

To build the capacity of parents to support their children with the complexities of school life, K-6 parent information nights occurred. Information sessions on resilience and anxiety were planned but due to COVID, were unable to proceed. Communication with families during this time was important and therefore took the form of fortnightly check ins and return to school resources.

PBL rewards days took place in Terms 1 and 2, offering a variety of experiences that students' selected. All students were engaged. Term 3 was postponed, and Term 4 took place in a modified version. PBL provides a consistency of expected behaviours and is inclusive of everyone.

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
Achieve the baseline percentage of 77% of students reporting a sense of belonging in TTFM survey.	<ul style="list-style-type: none"> • Term 2 Tell Them From Me student data shows 92% of Year 4, 70% of Year 5 and 67% of Year 6 reported a positive sense of belonging equating to an average score of 76%, a 1% decrease. • Term 4 Tell Them From Me student data shows 84% of Year 4, 67% of Year 5 and 62% of Year 6 reported a positive sense of belonging equating to an average score of 71%.
Achieve the baseline percentage of 74.3% of students attending school 90% of the time or more.	<ul style="list-style-type: none"> • In 2021, our percentage increased to 88.8% of students attending school 90% of the time or more, indicating achievement of the annual progress measure.

Strategic Direction 3: Quality systems

Purpose

To improve quality systems across the school to support professional effectiveness of all school members.

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.

- Learning Support Team
- Assessment

Resources allocated to this strategic direction

QTSS release: \$21,500.00

Professional learning: \$1,500.00

Summary of progress

There has been a slight decline in the percentage of students indicating that their teacher provides effective feedback following an assessment task. These results may have been impacted by the difficulty of providing feedback during 14 weeks of home learning. In 2022, the school aims to focus on providing explicit feedback following assessment tasks. The introduction of Essential Assessment in 2022 will support teachers to provide more specific feedback on areas for improvement, to individual students. It was positive to note that 86% of our students strongly agreed that their teachers provided success criteria for tasks given. Students were aware of the expectations and given every opportunity to achieve their personal best.

The leadership team started their journey in the LEED project to support capabilities in the use of data, evidence and evaluation practices to support strategic school improvement. Strategic Direction teams were established to embed an evaluation culture of evidence-based teaching and learning practices that promote improved student outcomes.

The Learning Support Coordinator role being off class 2 days per week allowed for strategic support of our SLSO team and teachers of students with specific learning needs. Staff were regularly updated on Learning Support Team caseloads through weekly communication meetings to ensure collective responsibility for the needs of our students. Staff participated in on-line professional learning, including completing the Disability Standards to further their understanding of catering for the needs of all students. Face-to-face professional learning with the Assistant Principal Learning and Support around 'Trauma Informed Practice' ensured our staff had the capacity to develop their understanding of best practice for all students. In the School Excellence Framework, we remained the same in Management Practices and Processes, however, we moved from Delivering to Sustaining and Growing in the specific theme of Administrative Systems and Processes. In 2022, we will continue to communicate and improve our practices around Learning and Support processes and document these systems for all staff in a Teaching and Learning Handbook.

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
Achieve the baseline measure of delivering in the School Excellence Framework (SEF) areas of school planning, management practices and processes.	<ul style="list-style-type: none">• Our school self assessment, using the School Excellence Framework, showed an on-balance judgement of Delivering for both elements. In the theme of Administrative Systems and Processes, we increased from Delivering to Sustaining and Growing.• 100% of staff completed a PDP, with goals having a clear line of site to the School Improvement Plan and aligned to the Australian Professional Standards for Teachers.
Achieve the baseline percentage of 82% of students agreeing or strongly agreeing that teachers provide effective feedback following assessment tasks.	<ul style="list-style-type: none">• 72% of students indicated that after each assessment, their teacher tells them how to improve next time.• 86% of students agreed or strongly agreed that their teacher lets them know what criteria will be used to mark assessments or projects given.• 75% of students agreed or strongly agreed that the teacher encourages

Achieve the baseline percentage of 82% of students agreeing or strongly agreeing that teachers provide effective feedback following assessment tasks.

then to reflect on their own learning and to think about how they could improve next time.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$321,877.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Avoca Beach Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around 'Trauma Informed Practice' and ASD • staffing release to build teacher capacity around behaviour interventions and program adjustments. • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>Ten students being supported by seven School Learning Support Officers (SLSOs) to ensure access to the curriculum and the safety of these students whilst at school. Professional learning was also provided to our seven SLSOs to develop their skills and knowledge of strategies to support students with specific learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022 IFS funding will again provide SLSO support to all students with specific learning needs. Funding will also provide an opportunity for continued professional learning for SLSO's to build capacity.</p>
<p>Socio-economic background</p> <p>\$18,945.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Avoca Beach 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"> • Fostering a sense of belonging • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • establishment and running of high performance and gifted education groups. • whole school enrichment days in the areas of Mathematics and Science. • PBL rewards days to acknowledge students for achieving the values of responsible, respectful and personal best. <p>The allocation of this funding has resulted in:</p> <p>100% of students being involved in enrichment programs in a variety of learning areas. Opportunities were provided to a range of students across the school to participate in extra-curricular activities, including debating, chess, public speaking, dance and external sporting competitions.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue providing a range of cultural, academic and sporting opportunities for all students to be involved in.</p> <p>Providing professional learning for teachers to cater for students with special</p>

<p>Socio-economic background</p> <p>\$18,945.00</p>	<p>needs and purchase resources to further create engaging and supportive classroom environments.</p>
<p>Aboriginal background</p> <p>\$10,131.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Avoca Beach 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"> • Fostering a sense of belonging • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways • establishment of a cultural learning space <p>The allocation of this funding has resulted in: 100% of Aboriginal students having a Personalised Learning Pathway developed, in consultation with parents, the student and the teacher. A cultural learning space supported classes to foster yarning with their class and education around native Australian flora.</p> <p>After evaluation, the next steps to support our students with this funding will be: A focus on building individual cultural awareness for our 11 Aboriginal students, through Tjudibaring AECG links and local excursions. Opportunities for staff to build their knowledge and understanding of supporting Aboriginal education through Connecting to Country.</p>
<p>Low level adjustment for disability</p> <p>\$118,904.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Avoca Beach 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"> • Explicit Instruction <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: Extending our Learning and Support Teacher role from a 3 day per week position to a 4 day per week position. Implementation of the Mini-lit intervention program for students across K-2.</p> <p>After evaluation, the next steps to support our students with this funding will be: Students for targeted intervention in specific areas of literacy and numeracy have been identified at the end of 2021. Specific programs have been identified and an in-class support timetable will be developed by the Learning Support Team to maximise the support for students requiring intervention, over a 4 day period in 2022.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the</p>

<p>\$25,500.00</p>	<p>Professional Learning for Teachers and School Staff Policy at Avoca Beach 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 Instruction • Learning Support Team • Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack the Essential Assessment Program and support teachers to effectively assess all aspects of numeracy and use formative assessment data to develop differentiated teaching plans, with a focus on explicit instruction pedagogy. • Stage Planning days each term for teachers to collaboratively plan teaching and learning programs, contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. <p>The allocation of this funding has resulted in: The employment of an Instructional Leader for two days per week. Targeted support for teachers to develop their skills in delivering explicit instruction pedagogy in Mathematics lessons.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to provide staff with stage planning days to collectively improve teacher practice. Focus on providing professional learning around inclusive practice to ensure all teachers improve capacity to cater for the needs of students with special needs.</p>
<p>School support allocation (principal support)</p> <p>\$25,804.00</p>	<p>School support allocation funding is provided to support the principal at Avoca Beach Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of School Administrative Officer for one day per week <p>The allocation of this funding has resulted in: School WHS systems have been reviewed and adjustments made for the effective implementation of Work Health Safety across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ office staff one day per week to monitor WHS and support staff with compliance, risk management and incident reporting.</p>
<p>Literacy and numeracy</p> <p>\$15,606.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Avoca Beach Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Instruction • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy</p> <p>\$15,606.00</p>	<ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • updating reading resources to meet the needs of students, with a focus on decodable readers • online program subscriptions to support reading (PM readers online and decodable readers online) • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: Each classroom received resources to create a maths toolkit for every student. Professional learning for teachers was delivered every term, with a focus on delivering explicit lessons and using Essential Assessment data for planning and evaluation of effective teaching. Kindergarten and Stage 1 students having access to decodable readers for in-class guided reading lessons and for the home reading program. Students supported throughout home learning with access to online reading resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: Top up maths toolkits so every classroom has an effective resource bank for quality maths lessons. Deeper level professional learning on the various uses of Essential Assessment for Mathematics and introduction to the literacy part of the program.</p>
<p>QTSS release</p> <p>\$88,125.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Avoca Beach 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 Instruction • Promoting social and emotional learning • Learning Support Team <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum • 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: A whole school maths scope and sequence developed by the instructional leader and weekly mentoring sessions to support teachers to develop and deliver quality mathematics warm-ups. Learning support procedures evaluated and processes updated by the wellbeing coordinator. Trauma informed practice professional learning was delivered to teaching staff and School Learning Support Officers.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further professional learning provided to all staff to build their capacity to cater for students with an increasing variety of needs. All assistant principals provided with an Instructional leader day per week, to work shoulder to shoulder with their teaching team. A focus will be on team teaching, modelled lessons and providing release to observe best practice in other classes.</p>
<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Avoca Beach Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$44,847.00</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 Instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of a teacher to release Assistant Principals for instructional leadership to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: Lesson observations and mentoring for Stage 3 teachers to develop their capacity to implement TEN practices in a differentiated maths lesson.</p> <p>After evaluation, the next steps to support our students with this funding will be: Review this model to provide the same support and professional learning refresher for all staff K-6.</p>
<p>COVID ILSP</p> <p>\$63,425.00</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, with a focus on reading accuracy and comprehension <p>The allocation of this funding has resulted in: In 2021, 28 students in Year 3 and Year 5 were targeted for reading accuracy and comprehension. Students were chosen based on LitPro data and running records and groups were formed based on student needs. Throughout Term 1 and Term 2, students engaged in regular small group sessions with a focus on building phonics knowledge to support reading fluency, accuracy and comprehension. The evidence shows learning outcomes have significantly improved in students attending these small groups. Students were targeted to improve their PM Reading Level by at least 2 levels. All students in Year 3 achieved this goal with 80% improving their PM reading level by 3 or more levels. Students in Year 5 also met the learning goal with 86% of students moving to an Independent Reading Status. Student growth was also highlighted through the EduCheck Phonics Assessment whereby students received a group average of 68%. By the end of Term 2, the group average improved to 94% showing a growth of 26%. This outcome supports Avoca Beach Public School's Strategic Direction 1 - Improved outcomes in reading by enabling students to better recognise sounds within words to support their reading. Mid-way through Term 2, the focus shifted to a combination of reading and writing whereby support was offered to select students on developing sentence structure, paragraphing and punctuation. Ability to assess student progression was disrupted due to online learning in Term 3. During online learning, support was offered to students through a combination of Zoom sessions and recorded lessons. Continual contact with parents and students during this time was critical to support their wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: Due to Covid and the resulting disruptions in learning, the Covid tutoring funding will continue in 2022. This will be important in offering extra support to selected students with a goal to close learning gaps.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	278	257	252	245
Girls	235	208	223	218

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.1	92.8	95.1	93.7
1	91.9	93.6	94.3	93.1
2	93.4	93.5	94.7	93.8
3	93.6	92.9	94.8	93
4	92.7	91.2	93.4	92.9
5	89.8	92.1	93.3	93.1
6	91.3	88.3	93.7	91.4
All Years	92.5	92	94.2	93
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.38
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	3.78

*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	595,312
Revenue	4,301,529
Appropriation	4,213,397
Sale of Goods and Services	5,979
Grants and contributions	78,635
Investment income	625
Other revenue	2,894
Expenses	-4,158,980
Employee related	-3,799,066
Operating expenses	-359,913
Surplus / deficit for the year	142,549
Closing Balance	737,860

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	321,030
Equity Total	147,980
Equity - Aboriginal	10,131
Equity - Socio-economic	18,945
Equity - Language	0
Equity - Disability	118,905
Base Total	3,353,850
Base - Per Capita	117,095
Base - Location	0
Base - Other	3,236,755
Other Total	242,802
Grand Total	4,065,663

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2021, the school sought opinions about communication, safety, school support systems and learning from home. Tell Them From Me surveys were used to gather responses.

Through Tell Them From Me surveys, more than 60% of the parents who responded agreed that they felt welcome at our school and supported during home learning. 86% of our parents agreed that our school supports positive behaviour systems.

The majority of students reported that they felt a positive sense of belonging and 70% felt proud of our school. Students reported that explicit warm ups instruction in Mathematics occurred almost every day and that 91% felt confident in digital literacy.

Teachers were surveyed on "Focus on learning" which included 'Eight drivers of student learning'; leadership, collaboration, inclusivity, data informed practice, learning culture, parent involvement, teaching strategies and technology. Teachers scored School Learning Culture above the NSW government norm with a mean score of 8.3. Data informed practice was also above the NSW government norm. 91% of teachers agreed that our school is a welcoming and culturally safe place for all students.

Explicit instruction has continued to be a key focus in Mathematics for teacher professional learning.

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.