

2021 Annual Report

Batemans Bay Public School



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Introduction

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

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

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Message from the principal

2021 was indeed a challenging year for our school and the broader school community following the second successive year of Covid-19 impacts. I thank sincerely the staff, parents, and students who wrapped their arms around each other and supported each other emotionally and in learning as the school continued to be a place of grounding, consistency and community leadership. When reflecting upon this time it was clear that even in the darkest of times, the fundamental basis to a community is the compassion and kindness that humans can show each other and the relationships that are its foundation. This time for our school may have been one of our most challenging but it was also one of our proudest.

As the year progressed, the continued challenges of the Covid-19 pandemic stretched our community to greater depths of resilience and flexibility. What a privilege it was to lead in this time as we met the need to support ongoing home learning, we pivoted to continue to maintain connection and relationships when we could not be in each other's company and then we faced the ongoing challenges of managing onsite learning with a variety of operational guidelines. In this time of disequilibrium and concern, the school continued to be a place of reassurance, connection and continuity. I cannot thank enough the school's staff who showed unfathomable flexibility, dogged persistence and flexibility to be this supportive and safe place for our children and families. I thank our parents who continued to trust and partner with us during this time and I acknowledge the resilience and spirit of our students who spent another year growing in uncertainty.

Finally, this report is not about the challenges of 2021 but once more reflects and celebrates the impact and outcomes of the school's investment in learning for our students. Learning, that flexibly and resiliently continued despite the changing world around us. 2021 was a year of leading in learning that I am incredibly proud of and one that I proudly share in this report with so many who gave so much to achieve this sustained focus at Batemans Bay Public School for the future citizens and leaders that are our wonderful students.

School vision

Batemans Bay Public School works to deliver a high quality, inclusive and culturally connected learning environment to all students. A culture of high expectations for all learners and a commitment to ongoing improvement of professional practice for all staff is the central focus of the school's endeavours. Batemans Bay Public School works in close partnership with its entire school community to develop empowered, flexible, resilient, life long learners and future citizens.

School context

Batemans Bay Public School is located on the South Coast of NSW and is a valued focal point of the community. The student population is made up of approximately 500 mainstream students and is proudly inclusive, hosting 4 support classes (1 autism, 1 intellectually impaired and two multcategory) with a regionally assigned enrollment of approximately 30 students. Batemans Bay Public School also includes Mundarra Preschool where 40 students attend in two groups during the year preceding their Kindergarten enrollment. The school's student population comes from a varied cultural and socioeconomic background that is reflective of the Batemans Bay community and proudly includes approximately 30% of students being from an Aboriginal background.

The school has a dedicated and passionate teaching staff who are committed to ongoing development of professional practice and whole school improvement. The school is supported by strong parent and AECG partnerships. Batemans Bay Public is committed to developing empowered learners through the promotion of high expectations, life long learning and citizenship. The school's focus is to embed a culture for all that reflects the school's values of Respect, Responsibility and Kindness.

We are focused on continuing the existing staff culture and commitment towards enhancing their practice through quality, collaborative and impact focused professional learning and reflection. The school looks to capitalise on its skilled executive and the experience of a diverse staff who bring a rich source of capacity to the school's teaching and learning team. This is supported by a large group of RAM funded staff who assist in the areas of business and administrative management, learning intervention, student wellbeing and disability support.

Batemans Bay is committed to strong community partnerships that are underpinned by the school's significant investment in student wellbeing and family relationships.



Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students achieve and sustain growth in literacy and numeracy in a high expectations learning environment so that students are able to make empowered life long choices.

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 Teaching
- Assessment

Resources allocated to this strategic direction

Socio-economic background: \$492,804.65

Aboriginal background: \$69,865.74

Professional learning: \$30,000.00

QTSS release: \$115,145.19

Low level adjustment for disability: \$56,060.00

Literacy and numeracy intervention: \$94,179.12

Per capita: \$144,123.58

Literacy and numeracy: \$769.48

Summary of progress

82% of annual progress measure were met and we are currently exceeding three of the department negotiated Improvement Measure Targets for Strategic Direction 1. Ongoing evaluation of the initiatives are outlined below and will inform future planning.

Explicit Teaching:

Through collaborative planning sessions, Triad teacher lesson observations and reflection, and consistent school wide planning documents, teachers and support staff have demonstrated a consistent understanding, common language of, and common practice in the explicit teaching of Reading and Numeracy.

Assessment:

The process of embedding consistent and sustainable whole school assessment practices to support the teaching and learning cycle in Numeracy has begun with the introduction of a school wide Mathematics planning cycle. This document calls for the collaborative planning and moderation of assessment practices linked to the big ideas in Math. There is still a need for a school wide systematic and reliable assessment and tracking process to ensure internal measure of Numeracy progress are accurately measured. Due to the changing landscape in the Effective Teaching of Reading, assessment practices in the area of reading will be overhauled in line with the introduction of new K-2 syllabuses.

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
<i>A minimum of 31.6% of Year 3 and 5 students achieve in the top two bands of NAPLAN Reading.:</i> 100% of Year 1 students to participate in Phonics Screener Check to better understand base line data from external source. 100% of Year 4 students to participate	Data indicates that 29% of students in top 2 bands reading (NAPLAN) showing growth from baseline data. 100% of Year 1 students participated in the Phonics Screener Check. Baseline data showed 62% of students required support. A further 17% of students require close monitoring. 21% are currently on track. This is a consistent trend when compared to 2020 data.

<p>in Check in Assessments to better understand base line data from external source.</p>	<p>Term 4 2021, 66% of Year 4 students participated in the check in assessment.</p>
<p><i>A minimum of 28.5% of Year 3 and 5 students achieve in the top two bands of NAPLAN Numeracy.</i></p> <p>100% of Year 4 students to participate in Check in Assessments to better understand base line data from external source.</p> <p>100% of class teachers teach math using the big ideas and problem solving framework (in line with the Effective Numeracy Guide K-2)</p> <p>100% of Year 2-6 teachers align the big ideas problem solving tasks to external assessment questions.</p>	<p>13% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating progress is yet to be seen toward the 2022 improvement measure. This data reflects an inconsistency when compared to internal numeracy data measures.</p> <p>Term 4 2021, 65% of Year 4 students participated in the check in assessment.</p> <p>100% of class teachers are supported to teach math using the big ideas and problem solving framework through weekly planning sessions dedicated to collaborative, year based use of the school Math Planning Cycle. Planning documents can be found in all teaching programs that reflect this practice.</p> <p>Review of the NAPLAN R&N Guided Data Package will assist teachers in successfully aligning external assessment questions to the mathematical concepts underpinning the big ideas in problem solving tasks. This will work towards achieving this progress measure in 2022.</p>
<p><i>100% of students have been plotted on PLAN2 as per the scope and sequence for Reading progress .</i></p> <p><i>100% of teachers use PLAN2 data to create a reading goal for 100% of students in their class.</i></p> <p>Align PLAN 2 data collection as scope and sequence for broader area of Reading in order to track student progress and growth in a consistent and reliable manner from K-6 (Phonological awareness, phonic knowledge & word recognition, understanding texts).</p>	<p>100% of Covid Intensive Learning Support Program students were tracked using PLAN 2 data but due to covid impacts this was not achieved for all students.</p> <p>Data indicates we are currently exceeding the upper bound target for 2022 Improvement measure of 59.8% of Year 3 and 5 students achieving expected growth in NAPLAN Reading. This reflects a steady upward trajectory for students in Reading. Currently 69% of students meet this target.</p> <p>A scope and sequence document has been developed to reflect this system of tracking reading. This will be implemented school wide in 2022 in addition to implementing a norm reference school wide assessment (DIBLS) to triangulate data sets.</p>
<p><i>100% of students have been plotted on PLAN2 as per the scope and sequence for Numeracy progress.</i></p> <p><i>100% of teachers use PLAN2 data to create a numeracy goal for 100% of students in their class.</i></p> <p>Align PLAN 2 data collection as scope and sequence for broader area of Numeracy in order to track student progress and growth in a consistent and reliable manner from K-6 (Quantifying Numbers, Additive Strategies, Multiplicative Strategies.</p>	<p>100% of Covid Intensive Learning Support Program students were tracked using PLAN 2 data but due to covid impacts this was not achieved for all students.</p> <p>The percentage of students achieving expected growth in NAPLAN numeracy decreased to 40% indicating progress yet to be seen toward the lower bound target.</p> <p>Due to current changes and revised National Numeracy Learning Progressions (Version 3.0) this progress measure is no longer valid for 2021. Systems for tracking numeracy growth will be revised in 2022.</p>
<p><i>A minimum of 41.3% of Year 3 and 5 Aboriginal students achieve in the top three bands of NAPLAN Reading.</i></p> <p>100% of Year 1 students to participate in Phonics Screener Check to better understand base line data from external source.</p> <p>100% of Year 4 students to participate in Check in Assessments to better understand base line data from external source.</p>	<p>We are currently exceeding the upper bound target for 2022 Improvement measure of 41.3% of Year 3 and 5 Aboriginal students achieving in the top three bands of NAPLAN Reading. This reflects a steady upward trajectory for Aboriginal students in Reading. Currently 54% of Aboriginal students meet this target.</p> <p>100% of Year 1 students participated in the Phonics Screener Check. Baseline data showed 62% of students required support. A further 17% of students require close monitoring. 21% are currently on track. This is a consistent trend when compared to 2020 data.</p>

<p><i>A minimum of 35.7% of Year 3 and 5 Aboriginal students achieve in the top three bands of NAPLAN Numeracy.</i></p> <p>100% of Year 4 students to participate in Check in Assessments to better understand base line data from external source.</p> <p>100% of class teachers teach math using the big ideas and problem solving framework (in line with the Effective Numeracy Guide K-2 p12 & 3-6).</p> <p>100% of Year 2-6 teachers align the big ideas problem solving tasks to external assessment questions.</p>	<p>We are currently exceeding the upper bound target for 2022 Improvement measure of 35.7% of Year 3 and 5 Aboriginal students achieving in the top three bands of NAPLAN Numeracy. This reflects a steady upward trajectory for Aboriginal students in Numeracy. Currently 45% of Aboriginal students meet this target.</p> <p>Term 1 2022, 79% of Aboriginal students participated in the Year 4 numeracy check-in assessment. 21% of students were absent with COVID related illness.</p> <p>100% of class teachers are supported to teach math using the big ideas and problem solving framework through weekly planning sessions dedicated to collaborative, year based use of the school Math Planning Cycle. Planning documents can be found in all teaching programs that reflect this practice.</p> <p>Review of the NAPLAN R&N Guided Data Package will assist teachers in successfully aligning external assessment questions to the mathematical concepts underpinning the big ideas in problem solving tasks. This will work towards achieving this progress measure in 2022.</p>
<ul style="list-style-type: none"> • 100% of Year 1 students to participate in Phonics Screener Check to better understand base line data from external source. • Kindergarten teachers all use the 'on demand' phonics assessment from Plan2 to track student progress in phonic knowledge acquisition. • Kindergarten & Year 1 staff to analyse results of Phonic Screener Check and review teaching practices based on results. • Staff familiarisation with the Effective Reading Guide K-2. • Intervention K-2 based on phonic knowledge and utilise decodable readers for instruction. 	<p>100% of Year 1 students participated in the Phonics Screener Check. Baseline data showed 62% of students required support. A further 17% of students require close monitoring. 21% are currently on track. This is a consistent trend when compared to 2020 data.</p> <p>100% of Kindergarten teachers implemented the 'on demand' phonics assessment from Plan 2. As of July 61% of Kindergarten students show attainment of blending CVC words during this assessment. Student data was updated using teacher observations as required.</p> <p>Instructional Leaders analysed results of Year 1 Phonic Screener Check and identified a need to review current practice in phonic instruction. A Structured Literacy approach using a research base of Scarborough's Reading Rope and The Simple View of Reading will be adopted K-4 next year. An implementation team was set up to undertake Professional Learning with a view to implementing in 2022.</p> <p>All staff K-2 have been provided with a copy of the Effective Reading Guide. Phonics pages 11-13 were reviewed in year teams when holding stage based data conversations.</p> <p>All K-2 teacher intervention sessions are based on phonic knowledge and student growth is tracked using PLAN 2. Little Learners Love Literacy resources were used as the decodable resource to support learning in these sessions. This implementation model highlighted some key areas for consideration when implementing decodable readers school wide in 2022.</p>

Strategic Direction 2: Impact focused collaborative practice

Purpose

To ensure classroom teachers deliver explicit professional practice that is underpinned by evidenced informed, regular and impact focused collaborative learning opportunities for all teaching staff.

Initiatives

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

- Data driven teaching practice
- Impact focused teacher development

Resources allocated to this strategic direction

Early Action for Success (EAFs): \$308,723.35

Professional learning: \$12,679.12

Aboriginal background: \$10,000.00

Summary of progress

All teachers have a sound understanding of the current school developed, student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. Staff programs display consistent use of data informed and supported planning proformas.

Teachers work alongside Instructional Leaders to participate in planned data conversations. These directly relate to student achievement and teacher practice. 5 weekly data reviews assist Instructional Leaders and teachers to track student monitoring.

Teacher Learning Communities (TLC) provide all staff with opportunities to collaborate and hone their practice. Department resources are used alongside evidence based research to provide a well-rounded high impact professional learning model. The Curiosity and Powerful Learning Framework provide executive staff with the ability to implement a 'narrow focus' on Professional Learning through the Theory Of Action (Current - Set Challenging Learning Tasks). Teacher shift in practice is evident using the Theory Of Action Rubric. Pre and Post data from teacher self-evaluation and reflection demonstrated shift in skills from accomplished practice to expert practice.

Step Up middle leadership program has been postponed until 2022. Three teachers were accepted into the program and are currently identifying areas of interest for their leadership project.

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
<i>School Excellence Framework - The school will deliver a performance uplift from Sustaining & Growing to Excelling against the Teaching domain, Data skills and use element. :</i> 100% of classroom teacher programs demonstrate the ability to analyse, interpret and extrapolate data when using whole school planning scaffolds for Problem Solving, Number Talks and Read Tos.	Document analysis of learning programs indicate 100% of learning programs include evidence of analysis, interpretation and extrapolation of data using whole school planning documents for Problem Solving, Number Talks and Read Tos. This is referenced in quality evidence supplied in External Validation.
Internal Measures- The school maintains combined average teacher response scores of 7.9 in internal	Tell Them From Me (2021) data indicates an average teacher response score of 7.9 in Data Informs Practice Teacher Driver domain.

<p>school based performance survey measures. in Tell Them From Me Teacher Driver, Data Informs Practice.</p>	
<p>High Impact Professional Learning Self Assessment Tool - The school conducts comprehensive HIPL self assessment and consolidates a minimum rating of 'Delivering' in the NSW Department Of Education's - High Impact for Professional Learning Self Assessment Tool' elements of:</p> <ul style="list-style-type: none"> - Professional learning is driven by identified student needs. - Collaborative and applied professional learning strengthens teaching practice. - Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement. 	<p>The school executive develop rigorous and evidence based practices to select, develop and implement Professional Learning Opportunities to strengthen teacher practice.</p> <p>Executive are currently tracking towards sustaining and growing in <i>Professional Learning is driven by identified Student needs</i> meeting two out of three of the indicators on the HIPL Self Assessment tool.</p>
<p>100% of teachers are supported to trial innovative or evidenced based, future focused practices.</p>	<p>100% of teachers have been supported to collaboratively plan, implement and evaluate an innovative, evidence based practice of teaching The Big Ideas in Mathematics through Teacher Learning Communities and Professional Learning. This has been supported by Triads (teacher observations on their colleagues) and evaluative reflection on current practices.</p>



Strategic Direction 3: Empowered connected and aspirational learners

Purpose

To ensure students, staff and parents develop strong and supportive learner focused partnerships that empower all students to be aspirational and achieve.

Initiatives

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

- A High Expectations Learning Culture
- Robust Learner Focused Partnerships

Resources allocated to this strategic direction

Socio-economic background: \$282,995.02

New Arrivals Program: \$11,100.00

English language proficiency: \$9,588.13

Professional learning: \$6,500.00

Aboriginal background: \$194,148.08

Low level adjustment for disability: \$205,259.26

Location: \$16,362.87

Integration funding support: \$175,358.90

Literacy and numeracy: \$9,588.00

School support allocation (principal support): \$28,953.63

Summary of progress

A High Expectations Learning Culture

The school has continued to refine its P-K transition process which has resulted in strong parent feedback with particular strengths in the area of online transition supports during Covid impacts. This has also included high quality supports / early intervention and planning for students with disabilities entering our school. The school has also reviewed and enhanced annual year to year and stage to stage transition processes for all students and has also tied this to Individual planning using Personalised Learning Support Plans as appropriate. The school seeks to enhance Year 6 to Year 7 transition processes as an outcome of External Validation reflections. A full review of personalised learning supports, national consistent collection of data processes and learning support processes/resourcing has been conducted in 2021 with guiding next steps developed for next SIP cycle.

Robust Learner Focused Partnerships

The school's investment in the HIVE- Learning and Wellbeing Centre continues to build broad and deep partnerships to support families and student engagement. This has included a strong working relationship with Royal Far West, DCJ, Marymead and Muddy Puddles. Student suspension and percentage of on track behaviours has seen significant and sustained positive trending. This has been supported by an investment in PBL with a strong focus on a consistent language, whole school expectations and targeted interventions to support students to on track and engaged learning /attendance.

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
Attendance-increase the proportion of students attending more than 90% of the time by 3% from 2018 target baseline.	The number of students attending greater than 90% of the time or more has decreased from the 2018 baseline of 66.3% to 64.5% (Department of Education Average 64.7%)
Overall school attendance data is 92%	Overall attendance data for 2021 was 89.9% (Department of Education Average 90.7%)

<p>Positive Wellbeing - Tell Them From Me - Student (advocacy at school, sense of belonging, expectations for success) data improves to be at 85%.</p>	<p>School TTFM data results:</p> <p>Advocacy at School- Improved to 85% positive student response results compared to state 70% and 82% 2018 school baseline data.</p> <p>Expectations for Success- Declined to 86% positive student response results compared to state 85% and 91% 2018 school baseline data.</p> <p>Sense of Belonging- Declined to 61% positive student response results compared to state 65% and 75% 2018 school baseline data. Note: This reduction from 2018 baseline data is mirrored in 2021 Covid impacted state and similar school group data for this period.</p>
<p>A positive culture of student engagement and behaviour is represented by a further 2% reduction in the number of suspensions issued and total number of days of suspension issued from 2020's strong baseline data.</p>	<p>Total number of suspensions issued: 2020- 39 suspensions and 2021- 40 suspensions. Figures remain at a 57% reduction from 2018 baseline data.</p> <p>Number of days of suspension issued: 2020- 126 total days and 2021-98 total days (22% reduction). Figures display a continuing 77% reduction in suspensions since 2017 baseline data.</p>



Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$11,100.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Batemans Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A High Expectations Learning Culture <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Review of school based program resources and delivery structures was completed resulting in enhanced and sustainable teaching and learning programs including improved transfer of ILPs back to mainstream class teachers for inclusion in class programming. - Positive English learning proficiency recorded for all attending students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$175,358.90</p>	<p>Integration funding support (IFS) allocations support eligible students at Batemans Bay Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Robust Learner Focused Partnerships <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Intensive learning and behaviour support for funded students. • Employment of staff to provide additional support for students who have high-level learning needs. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. - Significant ongoing reductions in target student suspension and disengaged learner behaviours data recorded for all learners from baseline. - Strong TTFM feedback regarding inclusive practices from students, staff and parents. (refer to Parent/carer, student and teacher feedback). <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, a strong school consensus supported continuation of using a combined Integration Funding Support and additional funding sources model of providing stage focused SLSOs across the school to support continuity and connection to students with additional needs. The school seeks to further enhance the impact of these resources to deliver targeted intervention through extended professional learning and connection with the school's funded occupational therapist, speech pathologist and partnering NDIS service providers.</p>

<p>Socio-economic background</p> <p>\$775,799.67</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Batemans Bay Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Assessment • Robust Learner Focused Partnerships • A High Expectations Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional learning support officer staffing to implement Kinder Starting Strong focus to support identified students with additional needs. • Professional development of staff through the Curiosity for Powerful Learning framework and HPGE training to support student learning. • Additional learning support officer staffing to implement the school targeted learning Interventionist program. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Kinder Best Start to Year 3 NAPLAN Value Add remains at Sustaining and Growing, Years 3-5 Delivering and Years 5-7 Delivering. - Percentage of students in the Top 2 Bands for Reading continued on a 5 year uplift placing results above SSSG for the third consecutive year. - Percentage of Aboriginal students in the top 3 bands significantly exceeds SSSG and state levels in both Reading and Numeracy. - Percentage of students at or above expected growth for Reading was at its highest in over 10 years exceeding both state and SSSG levels. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the school will continue to engage the interventionist SLSO team who showed high quality and resource efficient impact on student learning outcomes in literacy and numeracy with a stronger focus on Numeracy as well as high performing students. The use of additional staffing to support teaching professional learning in a culture of high quality collaborative practice will also be continued, but will need to be pivoted to support the implementation of the new English Syllabus which required extensive staff professional learning and implementation support.</p>
<p>Aboriginal background</p> <p>\$274,013.82</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Batemans Bay Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A High Expectations Learning Culture • Explicit Teaching • Robust Learner Focused Partnerships • Impact focused teacher development <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 in Kindergarten. • Employment of additional staff to deliver personalised support and learning interventions for Aboriginal students. • Employment of specialist additional staff (AEO) to support Aboriginal students. <p>The allocation of this funding has resulted in:</p>

<p>Aboriginal background</p> <p>\$274,013.82</p>	<p>- Delivery of Aboriginal language instruction to 100% of the school Preschool students attending the school's on site preschool, Mundarra.</p> <p>- 11 year positive uplift trajectory for Top 3 Band ATSI Reading data resulting in significantly above state and SSSG student results.</p> <p>- 11 year positive uplift trajectory for Top 3 Band ATSI Numeracy data resulting in significantly above state and SSSG student results.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the school is committed to ensuring Aboriginal language is provided to all students and it will work with community to build capacity to deliver this to our students through approved and appropriate community members. The school will continue to support the starting Strong Kinder SLSO team as we work to ensure a connected and supported transition to school underpins student outcomes and connection / engagement. Through the 2021 process of External Validation, the school seeks to enhance its approaches to strive towards building authentic learning partnership with families and supporting parents and carers to take an active role in their child's learning. This is a particular focus as we implement an enhanced phonics approach embedded within the new English syllabus in 2022.</p>
<p>English language proficiency</p> <p>\$9,588.13</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Batemans Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A High Expectations Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support delivery of targeted initiatives. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> -EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. - Review of school systems and processes resulted in enhanced transfer of EALD target programs into class based teaching and learning programs / PLSPs. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the school will continue to embed improved program delivery models and transfer of targeted program instruction into class based teaching and learning. There is also a need to provide professional learning to support broader and deeper staff capacity / enhance staffing sustainability in this area of teaching practice within our school and more broadly the opportunity for shared network delivery.</p>
<p>Low level adjustment for disability</p> <p>\$261,319.26</p>	<p>Low level adjustment for disability equity loading provides support for students at Batemans Bay Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Robust Learner Focused Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning Support Officers. • Engaging a learning and support Assistant Principal to work with individual students and in a case management role within the classroom/whole school setting.

<p>Low level adjustment for disability</p> <p>\$261,319.26</p>	<ul style="list-style-type: none"> • 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. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. - The school achieved a more consistent and data driven approach to student learning support and interventions and was supported by improved teaching practice and consistent teaching protocols. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the school will continue to fund the above establishment Assistant Principal- Learning Support due to the impact it has had on both classroom support for targeted student but also its impact on whole school proactive school systems and process. Further training and development will be provided to SLSO staff to expand and improve the targeted intervention capacity of this team and their capacity to build upon the work completed by the school's Speech Pathologist and Occupational Therapist programs.</p>
<p>Location</p> <p>\$16,362.87</p>	<p>The location funding allocation is provided to Batemans Bay Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Robust Learner Focused Partnerships <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • delivering family case management and personalised supports to support student engagement. • providing student assistance and wellbeing programs to support equitable access to learning and student engagement. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Strong parent TTFM feedback regarding the inclusivity of the school's culture particularly following pressure points of Bushfire and Covid impacts. - Enhanced school systems and processes to deliver targeted and proactive wellbeing and engagement initiatives that support student relationships and connections with school. - Increased opportunities for students to access high quality curriculum, extra curricula and specialised learning opportunities. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the school community has deep and strong commitment to ensuring that the HIVE Learning & Wellbeing facility continues to support students and families to engage with school through trusting relationships, strategic partnerships and strong relational trust. A next step focus is to continue to enrich existing partnerships as well as build further connections to ensure students can access service provision and supports that will assist in school engagement. This includes growing mutually respectful partnerships with Royal Far West and local NDIS service providers.</p>
<p>Literacy and numeracy</p> <p>\$10,357.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Batemans Bay Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment • Robust Learner Focused Partnerships <p>Overview of activities partially or fully funded with this initiative</p>

<p>Literacy and numeracy</p> <p>\$10,357.48</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Employment of a speech pathologist to support student access to literacy programs. • Targeted professional learning to improve literacy and numeracy. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Kinder Best Start to Year 3 NAPLAN Value Add remains at Sustaining and Growing, Years 3-5 Delivering and Years 5-7 Delivering - Percentage of students in the Top 2 Bands for Reading continued on a 5 year uplift placing results above SSSG for the third consecutive year. - Percentage of Aboriginal students in the top 3 bands significantly exceeds SSSG and state levels in both Reading and Numeracy - Percentage of students at or above expected growth for Reading was at its highest in over 10 years exceeding both state and SSSG levels. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, data analysis and practice review saw K-4 re-evaluate Tier 1 literacy intervention. Remodeling for 2022 is based upon current evidenced based practices (Latrobe SOLAR short course) align to the new English K-2 syllabus and draft 3-6 syllabus</p>
<p>Early Action for Success (EAfS)</p> <p>\$308,723.35</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Batemans Bay Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven teaching practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation. • Lead analysis of student performance data with whole school and stage teams. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> -Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. -This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. -Above state data has been achieved in the area of percentage of students achieving at or above expected growth in Reading. This is a 25% increase from 2020-2021. -Above SSSG data is evident in Top 2 Band Reading. Above state level student outcomes are also evident for Top 3 Band ATSI data in both Numeracy and Literacy. -Consistent teaching protocols are evident in the school's Numeracy focus areas and include data driven teaching and learning as well as differentiation. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the school will work to transition the role and work of Deputy Principal Instructional Leaders EaFS into the newly provisioned APCI roles. Next step goals will be to embed consistent teaching protocols into regular classroom practice in the areas of Number Talks and Big Ideas Problem solving while supporting whole school English syllabus implementation K-2. This will include reviewing whole school assessment and reporting practices around this curriculum change and supporting both</p>

<p>Early Action for Success (EAfS)</p> <p>\$308,723.35</p>	<p>staff and parents/cares through this transition.</p>
<p>QTSS release</p> <p>\$115,145.19</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Batemans Bay Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching <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. • 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:</p> <ul style="list-style-type: none"> - Resourcing of additional staff allowed for 100% of teaching staff to participate in weekly feedback and observation opportunities to support consistent teaching protocols in the area of Numeracy-Problem Solving. - Delivery of professional learning in the area of Number Talks, Problems Solving and the Teaching of Big Ideas in mathematics delivered to 100% of teaching staff. - Staff reflective discussions /anecdotal data around the teaching with the Big Ideas in math demonstrated a consistent understanding of how numeracy is explicitly taught across all stages. - External validation resulted in a rating of Excelling in the areas of Teaching- Effective Classroom Practice and Learning & Development <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, staff feedback demonstrated a desire to continue with ongoing opportunities to enhance the school embedded culture of collaborative practice with further targeted professional learning opportunities to give and receive feedback and practice as well as personalised coaching/mentoring in areas of personally identified need. The school's leadership team will seek to build sustainability into the 2021 Numeracy focus areas as they transfer attention to a narrow and sharp Phonics development and implementation focus in 2022 to support the implementation of the new English syllabus.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Batemans Bay Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Staff demonstrating consistent teaching practices in the area of Big Idea Problem Solving and Number talks following whole school professional learning for all teaching staff. - Enhanced student evidence of mathematical and problem solving dialogue by students evident in 100% of classrooms during teacher observation sessions.

<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>- 100% of staff participated in feedback and observation opportunities upon their teaching practice and also had the opportunity to observe and reflect upon the practice of colleagues.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, continued observation and reflection upon practice opportunities need to be provided to staff to ensure data and feedback driven practice underpins teaching practice in the Numeracy focus areas moving forward. A focus on connecting parents and carers to a successful partnership in learning will also be explored by scaffolding at home learning in the area of Phonics.</p>
<p>COVID ILSP</p> <p>\$367,274.28</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition. • Providing targeted, explicit instruction for student groups in literacy/numeracy. • Leading/providing professional learning for COVID educators. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - The majority of the students in the program achieving significant progress towards their personal learning goals. - All students K-4 were individually phonics screened to identify gaps in learning and to assist in 2022 Term Phonics intervention resourcing. <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to move away from the implementation of literacy and numeracy small group tuition, instead using data sources to identify specific student need and support students in an 'in-class' model. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority of implementation.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	292	278	270	272
Girls	289	292	284	264

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.6	90	90.8	88.9
1	91.9	89.2	91.3	85.6
2	91.9	90.4	91.8	89.2
3	91.2	89.7	92.2	90.4
4	90.1	88.9	92.6	89.7
5	90.5	90.5	91.4	89
6	90.6	89.9	91.7	86.7
All Years	91.2	89.8	91.7	88.5
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	24.97
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Administration and Support Staff	10.26
Other Positions	1

*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.

Significant school resources are targeted to develop teaching capacity in a culture of high expectations and collaborative practice for all staff. This cultural approach to ensuring high quality teacher capacity was proudly affirmed during our 2021 External Validation process as 'Excelling' against the 'School's Excellence Framework' in the areas of:

- Effective Classroom Practice
- Professional Standards
- School Resourcing
- Learning & Development.

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	732,722
Revenue	7,932,492
Appropriation	7,827,679
Sale of Goods and Services	3,554
Grants and contributions	101,092
Investment income	166
Expenses	-7,838,924
Employee related	-7,234,463
Operating expenses	-604,461
Surplus / deficit for the year	93,568
Closing Balance	826,290

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	129,475
Equity Total	1,320,721
Equity - Aboriginal	274,014
Equity - Socio-economic	775,800
Equity - Language	9,588
Equity - Disability	261,319
Base Total	4,715,361
Base - Per Capita	144,124
Base - Location	16,363
Base - Other	4,554,874
Other Total	1,014,880
Grand Total	7,180,437

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

The school is committed to collaboratively partnering with the students, parents and the broader community to support learning for all students across our school. Regular feedback is sort from once a month P&C meetings, termly AECG meetings along with ongoing formal and informal feedback gathering to not only support service deliver but to also share and partner in 'School Improvement' planning, progress monitoring and evaluation. The transparent and openly shared data presented below has been sourced from the 2021 Tell Them from Me surveys conducted to support reflection and collaborative whole school improvement :

1. Partners In Learning -Parent / Community Feedback

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to our school about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). This year's data provides results based on data from 35 respondents in this school who completed the Parent Survey between 17 Nov 2021 and 26 Nov 2021. Responses showed positive and upward trending results (in 6 of the 7 response areas) were above state data in all feedback domains.

-Parents feel welcome: School 8.1 (State 7.4)

- Parents are informed: School 7.4 (State 6.6)

- Parents support learning at home: School 7.2 (State 6.3)

- School supports learning: School 7.4 (State 7.3)

- School supports positive behaviour: School 7.9 (State 7.7)

- Safety at school: School 7.6 (State 7.4)

- Inclusive School: School 7.6 (State 6.7)

- Perception of school facilities: 95% or higher of responses rated the school as well maintained, a physically welcoming environment and easy to access and move around.

- Students with a disability or special needs (18% of students noted by parents): No disagreeing responses were entered regarding the school being a welcoming place for students with a disability or special needs. 86% of respondents agreed or strongly agreed that school provides enough resources to help students with a disability or special needs. 97% of parents with a child who has a disability or special needs note that Batemans Bay Public School is their first choice of educational setting. 94% of responses were positive when asked if they 'would recommend their child's school to other parents'.

Opened ended parent voice questionnaire are data was also garnished in the following areas:

1. What could our school do to help your children to succeed?

Responses included a clear themes of praise for support structures for under performing or challenged students but a need for greater focus, clarity and communication of approaches to high performing/ capable students.

2. How could we have improved the home learning experience during Covid for our students?

Responses included general themes of greater detail/examples in the support and the resources to support parents and students, a desire to bring students together socially, centralising resources in a single space and a range of complimentary responses regarding the teacher staff;s efforts and attempts to go above and beyond to connect with families and students.

2. Tell Them From Me- Student Voice

The Tell Them From Me Student Survey is designed to provide insights to guide school planning and help to identify

school improvement initiatives. The data below provides results based on data from 207 students between Year 4 and Year 6 in this school who completed the survey between 18 Nov 2021 and 23 Nov 2021. Responses compared to state are provided below and are grouped in two overarching areas of 1. Social and Emotional Outcomes (connection and relationship with school) and Drivers of Student Outcomes (student feedback on identified key drivers of success and learning outcomes).

*Note: student data was collected during a period of significant Covid interruption to at school learning impacting data in a range of areas.

1. Social and Emotional Outcomes

-Student participation in school sports*: School 80% (State 83%)

-Student participation in extra curricula activities School 33% (State 55%). Note this data set was investigated and it is clear that Batemans Bay Public School provides many of the items noted as extra curricula within curriculum and at no cost to community skewing data as students do not see it as extra curricula in nature.

-Students feel accepted by their peers and others at school (Positive sense of belonging): School 59% (State 81%)

- Students feel they have friends they can trust (Positive relationships): School 81% (State 85%)

- Students that value schooling outcomes: School 92% (State 96%)

- Students with positive behaviour at school: School 80% (State 83%)

- Students who are interested and motivated: School 55% (State 78%)

- Students try hard to succeed (Effort): School 82% (State 88%)

2. Drivers of Student Outcomes- Note: The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

- Students who are victims of bullies: School 33% (State 36%)

- Students feel they have someone at school that consistently provides encouragement and advice (Advocacy): School 7.4 (State 7.7)

- Teacher student relationships: School 7.8 (State 8.4)

- Positive learning climate: School 6.3 (State 7.2)

- Expectations for success: School 7.4 (State 8.7)

- 85% of students positively responded when asked if they felt cared for by the school and its staff.

- While strongly positive student responses were recorded for the quality of the school/classroom facilities and environment, the school's toilets were highlighted as an area for addressing and this will be planned for rectification.

- 90% of students rate positive responses surrounding their view that their parents and the school work positively together to ensure they are a winner at school.

Opened ended parent voice questionnaire and data was also garnered in the following areas:

1. What could your teacher do to improve your learning?

Responses included a themes of praise for teacher, help with their mathematics concepts, developing a quiet and calm learning environment, extension of learning for capable students.

2. How could we have improved your home learning experience during Covid?

Responses included themes of a desire to use computer based face to face links, mixed positive and negative feedback on matrix style home learning, challenges with devices access and number of devices at home, challenges access the resources to completed practical tasks, more work was requested and opportunities for clarification and feedback and also a range of positive no change required responses.

Responses included general themes of greater detail/examples in the support and the resources to support parents and

students, a desire to bring students together socially, centralising resources in a single space and a range of complimentary responses regarding the teacher staff;s efforts and attempts to go above and beyond to connect with families and students.

3. Tell Theme from Me- Teacher Feedback

This report provides results based on data from 33 teacher respondents at Batemans Bay PS school who completed the Teacher Survey between 16 Nov 2021 and 18 Nov 2021.

The results for the Eight Drivers of Student Learning are presented with scores in the Likert format questions (i.e., strongly agree to strongly disagree) and have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree).

*Note: Parent data was collected during a period of significant Covid interruption to at school learning impacting data in a range of areas.

- Leadership: 6.7 (State 7.1)

- Collaboration: 7.7 (State 7.8)

-Teaching Strategies: 7.9 (State 7.9)

- Parent Involvement: 6.7 (State 6.8)

- Inclusive School: 8.1 (State 8.2)

- Technology: 6.0 (State 6.7) The school currently funds additional technology units beyond its allocation on an annual basis. This will be supported by the Rural Access Gap Funding rolling out in 2022 to the school supplying both staff and student technologies.

- Data Informs Practice: 7.9 (State 7.8) A positive shift following its focus in school improvement planning.

- Learning Culture: 7.9 (State 8.0) Reflected also in the school's excelling rating during External Validation.

1. What could we have improved to support student learning during COVID home learning?

A keen desire to work in either TEAMS or Zoom was a where to next step, concern for strategies that we could look to to connect with families who were impossible to reach by communications devices and who disconnected, considerations around lending of resources and addressing access/equity issues.

2. What areas could our school work on to improve learning outcomes for students?

Staff made various comments around streamlining of workload and planning to support quality teaching time and focus, ensuring the integrity of uninterrupted teaching time, a desire to balance curriculum based delivery demands and consistent whole school approaches with the capacity to deliver in a personalised style, a desire to explore options for students who need extension while also maintaining a focus on explicit instruction especially in mathematics.

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.

