

2021 Annual Report

Bermagui Public School



1204

Introduction

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

It has been another one of those years where we have been so busy that time has flown by again. I have been especially pleased with the teaching and learning that has been going on across our school in 2021. Teachers have worked extremely hard with targeted professional learning and data-driven practices. This was used to drive future learning and it has been a highlight to see developing across the school.

Students have progressed well and even with the disruption of learning from home on students, families and teachers, I am proud that students have continued to develop and improve with their learning. The COVID tutoring initiative has really helped and I would like to thank the staff for their work to make the most of this opportunity.

Although the second half of the year was interrupted and many of our planned learning experiences including excursions, concert, singing, dance and so on were impacted, we have had some fantastic activities in and around the school. Our Book launch and cultural days were outstanding. Our student work with ceramics early in the year was awesome. Our student engagement with attendance competitions had a massive impact.

I would like to thank our whole community and especially our parents on the P&C. You continue to support our school through these challenging times.

To our students, you make this school what it is. This year I have once again loved the work achieved and the growth displayed. I especially enjoy the sharing of your work, which has become a highlight for me.

To all the Bermagui Public School staff, thank you for a huge year. It has been great to see our teaching and non-teaching staff develop over the past year and it was great to see the collaboration of our team. You have strived to improve yourselves so that you can have the greatest impact on students. I would like to mention our office staff that did an awesome job with our Audit, in which we had very pleasing results. The school continued to run smoothly throughout.

I would like to finally add my congratulations to Mrs Pearson on her pending retirement. Mrs Pearson has been a wonderful teacher to many here at Bermagui Public School for the past 35 years. We wish Mrs Pearson all the best in the next chapter of her life.

School vision

Bermagui Public School is committed to promoting equity, excellence and creativity in a collaborative, supportive and respectful learning environment so that all students thrive and flourish in school and beyond.

School context

Bermagui Public School is located on the Far South Coast of New South Wales. There were 166 students enrolled at the beginning of 2021. 39 students identify as Aboriginal and there are a number of families from other cultural backgrounds. The school structure consists of 8 classes as a disaster teacher has maintained this teaching entitlement after the Bushfires in early 2020. Staff consists of a non-teaching Principal, 2 Assistant Principals, classroom teachers, an Aboriginal Education Officer and Support Staff. A high percentage of our students attend Narooma High School when they graduate from Bermagui Public School.

The school strives for quality programs in the academic, sporting, creative and cultural areas. Bermagui Public School assesses and evaluates its programs and implements strategies to improve student learning. Teaching staff have high expectations and are committed to achieving high quality outcomes for all students. The school has a strong emphasis on student welfare and has the expectations of being respectful, responsible and safe.

Our school is supported by a strong and energetic P&C and community. The school planning process is consultative at all levels - students, staff and community.

During 2020 Bermagui Public School underwent a rigorous situational analysis and consultation process resulting in our School Plan for the coming 4 years targeting these strategic directions:

- Student academic growth and attainment
- Effective classroom practice
- High expectations and continuous improvement

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- Reading Data Driven Practices
- Numeracy Data Driven Practices

Resources allocated to this strategic direction

Low level adjustment for disability: \$12,000.00

Socio-economic background: \$23,491.00

QTSS release: \$8,402.10

Literacy and numeracy intervention: \$23,544.78

English language proficiency: \$2,400.00

Literacy and numeracy: \$4,829.37

Summary of progress

The main focus of this year was to ensure effective strategies and processes for data analysis and reflection were used for responsive curriculum delivery in Reading and Numeracy. In K-2 classrooms the explicit teaching of phonics has been implemented and the inclusion of decodable readers to complement the systematic teaching of synthetic phonics. Professional dialogue on comprehension reading strategies was a focus in 3-6 classrooms to ensure reading practices were targeted at student needs. Short formative assessments were implemented to identify the point of need with student learning in Numeracy. Teachers used student data to collaboratively plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Student learning outcomes have been tracked through the collection and analysis of assessment data. Student data and progress has been shared with relevant staff.

Next year, in these initiatives, we will undertake further professional learning and investigate different strategies for assessment and tracking student progress in both reading and numeracy.

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
Increase the percentages of students achieving in the top two bands in NAPLAN Reading to be trending upwards or above the system negotiated target by 7%.	2021 NAPLAN results for Reading indicate Year 3 had 47% of students in the top 2 bands and Year 5 had 26% of students in the top 2 bands. Overall 35.71% of students have achieved Top 2 Bands which is an increase of 14.56% from 2019 student results.
Increase the percentages of students achieving expected growth in NAPLAN Reading to be trending upwards or above the system negotiated target by 6%.	2021 NAPLAN results for Reading indicated 36.36% of Year 5 students were at or above expected growth in NAPLAN Reading.
Increase the percentages of students achieving in the top two bands in NAPLAN Numeracy to be trending upwards or above the system negotiated target by 7%.	2021 NAPLAN results for Numeracy indicate Year 3 had 30% of students in the top 2 bands and Year 5 had 13% of students in the top 2 bands. Overall 20.93% of students have achieved Top 2 Bands which is an increase of 1.7% from 2019 student results.

<p>Increase the percentages of students achieving expected growth in NAPLAN Numeracy to be trending upwards or above the system negotiated target by 6%.</p>	<p>2021 NAPLAN results for Numeracy indicated 27.27% of Year 5 students were at or above expected growth in NAPLAN Numeracy.</p>
<p>School Excellence Framework assessment indicates improvement in the element of Data Skills and Use (Teaching Domain) from Delivering to Sustaining and Growing or higher.</p>	<p>The school has seen progress in the themes of Data Analysis and Data use in teaching with evidence supporting a move into sustaining and growing in these themes. Although progressing, the themes of Data Literacy and Data use in planning could not be validated at sustaining and growing.</p>

Strategic Direction 2: Effective Classroom Practice

Purpose

To enable teachers to build strong foundations for effective classroom practice through consistent structures and processes that engage students in learning.

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
- Effective Feedback
- Classroom Management

Resources allocated to this strategic direction

Socio-economic background: \$37,912.00

QTSS release: \$18,000.00

Professional learning: \$10,000.00

Location: \$10,000.00

Summary of progress

There has been demonstrated commitment by teachers to use explicit teaching strategies and student feedback in all classrooms to ensure students are succeeding in their learning. Evidence of differentiated curriculum delivery to meet individual needs of students at different levels of achievement in a highly structured environment has been a priority. Staff have collaboratively planned from school scope and sequences producing specific learning outcomes, modelling skills, behaviours and thinking as priorities in all lessons. Student feedback has been provided in writing, reading and numeracy to identify strengths, correct misconceptions and provide information on how students can improve. Both internal and external assessments have been used to measure student progress and achievement against syllabus outcomes. Staff have engaged with PBL initiatives and utilised COVID tutors, LaST and SLSOs to work towards building classrooms that are positive and supportive learning environments that allow students to thrive.

Next year in these initiatives, we will work towards negotiated observations of classroom teaching practice with feedback to improve teacher knowledge and support in explicit teaching and student feedback. We will continue to maintain our current universal behaviour management systems and adjust as required as well as to continue working towards implementing effective strategies to support our students who require individual behaviour management approaches.

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
School Excellence Framework assessment indicates improvement in the themes of Explicit Teaching and Classroom Management (Teaching, Effective Classroom Practice) from Delivering to Sustaining and Growing or higher.	The school has worked hard to implement a school-wide approach to effective and positive classroom management. Teachers have been provided with support where needed and challenging behaviours are consistently managed across the school. There is evidence to support the school moving from delivering to sustaining and growing in this theme. Explicit teaching has been a focus this year and although teachers are improving with this practice more time is needed for teachers to become skilled in applying a range of explicit teaching techniques.
Annual Teacher Surveys on What Works Best themes indicates improvement with Explicit Teaching items of; Break down complexity, Provide exemplars and Check for understanding.	Our Annual teacher survey on What Works Best had 100% of teachers either agreeing or strongly agreeing that they use the Explicit Teaching items of; Break down complexity, Provide exemplars and Check for understanding. Of these responses, 61% were strongly agreeing, displaying confidence in the implementation of these aspects of Explicit teaching.
School Excellence Framework	Teachers have met regularly and collaborated using a range of formative

assessment indicates improvement in the themes of Formative Assessment and Summative Assessment (Learning, Assessment) from Delivering to Sustaining and Growing or higher.

assessments to inform their teaching and meet the learning needs of students. Assessment has been used as a tool across the school to capture information about student learning. Evidence across the themes of both formative and summative assessment indicates the school has moved from delivering to sustaining and growing.

Strategic Direction 3: High expectations and continuous Improvement

Purpose

To develop a school-wide culture of high expectations and continual improvement through embedded and sustainable systems that strengthen leadership, collaboration and commitment to lifelong learning.

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.

- Leadership and Collaboration
- Wellbeing and Attendance

Resources allocated to this strategic direction

Low level adjustment for disability: \$87,736.12

Location: \$29,322.27

Socio-economic background: \$25,000.63

QTSS release: \$6,000.00

Professional learning: \$7,202.50

Aboriginal background: \$83,661.00

Summary of progress

There is demonstrated commitment by the school to embed a culture that values high expectations and continuous improvement. The use of funds to employ an SLSO with expertise in information technology specifically to manage the resourcing and use of technology across the school has allowed teachers to engage in more learning time and enrich learning experiences for our students. It has also allowed teachers to upskill in technology and become more confident and capable of integrating technology into their classrooms.

Assistant Principals are allocated days off class to focus on Instructional Leadership and encouraging a collaborative learning culture for staff. This year, teachers have worked in stage teams to create effective and meaningful assessment opportunities and responsive programming to ensure that all students are catered for suitably. Assistant Principals work together on their designated days off class to create scope and sequences, analyse data and ensure consistency across the school.

Assistant Principals also work closely with the Learning and Support Team leader to ensure that interventions, adjustments plans and programs are in place for our identified students. Our executive team and Learning Support Team also engage external agencies or leaders within the Department. They have specialised expertise to ensure we have the best supports for our students to experience success.

In addition to the LaST, COVID tutors through the Intensive Learning Support Program (ILSP) have also played an integral part in this team in 2021.

The role of AEO is pivotal in our school community ensuring there are strong connections between our Aboriginal families and school, with a focus on welfare, wellbeing, attendance, a sense of belonging and connectedness and sharing and valuing local Aboriginal culture.

This year, as a whole staff, we completed the first two modules in Trauma-Informed Practice using the Assistant Principal Learning and Support as our leading facilitator. We have also commenced the implementation of the Grow Your Mind whole school wellbeing and resilience program.

The Chaplaincy program has also continued to be highly valued at our school. Identified students have worked in small social skills groups, had check-ins and were also supported in the classroom. This program is just another way that students can connect with a staff member.

We have also focussed on improving student attendance with Years 3-6 completing 5-week incentive-based sprints. The school communicated with families and staff, and it opened up a dialogue between students taking ownership for their absences. The result was a greater number of students attending 90% of the time (although COVID home learning did impact our data).

Our school is highly collaborative with a strong focus on wellbeing and collaboration, ensuring all of our students are known, valued and cared for.

Next year in these initiatives, we will continue to work collaboratively as a school, strengthening procedures and systems to best cater for the needs of our students in learning, wellbeing and attendance. Scope and sequences will need to be developed in Creative Arts and PDHPE. New roles in technology will further enhance the funded time for our SLSO in supporting technology across the school. The appointment of an API&C will also strengthen our curriculum knowledge and planning, and our use of assessment and data.

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
School Excellence Framework assessment indicates improvement in the themes of High Expectation Culture and Community Engagement (Leading, Educational Leadership) from Delivering to Sustaining and Growing or higher.	The school has seen progress in the theme of High Expectation Culture although could not yet be validated as sustaining and growing. The theme Community Engagement has remained at Delivering.
School Excellence Framework assessment indicates improvement in the themes of Professional Learning and Collaborative Practice and Feedback. (Teaching, Learning and Development) from Delivering to Sustaining and Growing or higher.	Professional learning has been targeted to school priorities and staff development with staff engaged and supportive in improving themselves and the school as a whole. Professional discussions and sharing learning is evident across the school. Teachers have collaborated in stage groups and larger teams to develop both teaching and learning at school. Strengthening the feedback on classroom teaching practice to improve knowledge and practice is the next focus to progress in the themes of Professional Learning and Collaborative Practice and Feedback. This will consolidate both themes at Sustaining and Growing.
Increase in percentage of students responding positively with Wellbeing (TTFM) from 2020 percentage (74%) with an uplift of 6%.	The percentage of students responding positively with Wellbeing (TTFM) in 2021 was 73% remaining fairly consistent with 2020.
Increase the percentages of students attending greater than 90% of the time to be trending upwards or above the attendance baseline by 8%.	The percentage of students attending greater than 90% of the time was 2% below the baseline but in line with the State average for 2021. In times not affected by Covid and home learning, attendance sprints did display slight increases in student attendance.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$263,243.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bermagui Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • 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: Students being supported in mainstream classrooms with their learning and well-being. Time for teachers and LAST to meet together and with parents to target needs of students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to develop our SLSOs with training to meet the specific needs of identified students.</p>
<p>Socio-economic background</p> <p>\$86,403.63</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bermagui 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 • Leadership and Collaboration • Wellbeing and Attendance • Reading Data Driven Practices • Numeracy Data Driven Practices • Classroom Management • Effective Feedback <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Releasing Assistant Principals to unpack evidence-based approaches to effective classroom practice including Instructional Leadership Opportunities. • resourcing to increase equitability of resources and services. • Additional Teacher release for various professional learning and collaboration. <p>The allocation of this funding has resulted in: There has been demonstrated commitment by teachers to use explicit teaching strategies and student feedback in all classrooms to ensure students are succeeding in their learning. Purchasing targeted resources to support student learning has enabled greater access for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Build upon the commitment and collaboration of staff to impact on quality teaching and student learning.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bermagui Public School. Funds under this</p>

<p>\$83,661.00</p>	<p>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"> • Wellbeing and Attendance <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 (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in: The employment of our Aboriginal Education Officer has had great impact on our school and is valued by our entire school community. Focusing on student and community engagement, attendance, Aboriginal perspectives across our curriculum as well as supporting Aboriginal students and families is an essential part of our school operations. We also used flexible funding to assist with language celebrations and culturally significant opportunities for our students. These opportunities have had wonderful support and impact on students, staff and families.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to utilise the Aboriginal Education Officer to have the greatest impact on our students. We wish to continue the great work with our language and other local aboriginal cultural programs.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bermagui Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Purchasing additional teaching resources to assist with English language proficiency. <p>The allocation of this funding has resulted in: Teachers having appropriate resources to support the teaching of phonics across the school?</p> <p>After evaluation, the next steps to support our students with this funding will be: To undertake further professional learning and investigate different strategies for assessment and tracking student progress in reading.</p>
<p>Low level adjustment for disability</p> <p>\$99,736.12</p>	<p>Low level adjustment for disability equity loading provides support for students at Bermagui 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"> • Wellbeing and Attendance • Leadership and Collaboration • Numeracy Data Driven Practices • Reading Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$99,736.12</p>	<ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: The Learning and Support Team, through the guidance of the Learning and Support Teacher, were able to specifically target the priorities and needs of the students. Employment of School Learning and Support Officer for additional in-class support, technology support and Literacy programs allowed for tailored support for identified students and their needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ an SLSO with expertise in information technology specifically to manage the resourcing and use of technology across the school has allowed teachers to engage in more learning time and enrich learning experiences for our students.</p>
<p>Location</p> <p>\$39,322.27</p>	<p>The location funding allocation is provided to Bermagui 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"> • Leadership and Collaboration • Wellbeing and Attendance • Classroom Management <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • subsidising student excursions to enable all students to participate • technology resources to increase student engagement • Additional Teacher release for Instructional Leadership <p>The allocation of this funding has resulted in: School resourcing meeting the needs of teachers and students. Students having more access to learning opportunities through subsidising valuable opportunities. Teacher collaboration and planning having a positive impact on student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support the needs of students and staff with opportunities to develop in targeted areas.</p>
<p>Literacy and numeracy</p> <p>\$4,829.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bermagui Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading Data Driven Practices • Numeracy Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: Ensuring effective strategies and processes for data analysis and reflection were used for responsive curriculum delivery in Reading and Numeracy.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Literacy and numeracy</p> <p>\$4,829.37</p>	<p>funding will be: Undertaking further professional learning in reading, as well as, investigating different strategies for assessment and tracking student progress in both reading and numeracy.</p>
<p>QTSS release</p> <p>\$32,402.10</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bermagui Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading Data Driven Practices • Explicit teaching • Leadership and Collaboration <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 <p>The allocation of this funding has resulted in: Staff collaboration and commitment to using data-driven practices and explicit teaching to ensure that in all classrooms students are being set up to succeed.</p> <p>After evaluation, the next steps to support our students with this funding will be: Teaching programs reflect a range of explicit teaching strategies to explain and break down knowledge. Effective methods are identified and shared between staff with evidence of impact on student learning.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bermagui 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"> • Reading Data Driven Practices • Numeracy Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: K-2 classrooms using explicit teaching of phonics and the inclusion of decodable readers to complement the systematic teaching of synthetic phonics. Professional dialogue on comprehension reading strategies was a focus in 3-6 classrooms to ensure reading practices were targeted at student needs. Short formative assessments were implemented to identify the point of need with student learning in Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: To undertake further professional learning and investigate different strategies for assessment and tracking student progress in both reading and numeracy.</p>
<p>COVID ILSP</p> <p>\$114,066.44</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</p>

<p>COVID ILSP</p> <p>\$114,066.44</p>	<p>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 <p>The allocation of this funding has resulted in: Students 'point of need' in Literacy and Numeracy learning being identified and addressed individually or in small groups with the use of the additional teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: Use any available teacher time available to continue this valuable teaching opportunity.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	73	74	81	77
Girls	91	97	89	85

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.4	86	91.9	90.2
1	89.7	90.7	89.4	85.9
2	90.9	88	91.4	85.6
3	87	91.5	92.9	88.5
4	91.2	86.1	92.6	85.1
5	87.4	92.2	86.8	89.2
6	88.8	90.5	93.3	84.2
All Years	89.5	89.5	91.4	87.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.93
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Counsellor	0.8
School Administration and Support Staff	2.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	82,879
Revenue	2,559,424
Appropriation	2,532,201
Sale of Goods and Services	2,168
Grants and contributions	25,009
Investment income	46
Expenses	-2,545,980
Employee related	-2,320,276
Operating expenses	-225,704
Surplus / deficit for the year	13,444
Closing Balance	96,323

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	263,243
Equity Total	272,201
Equity - Aboriginal	83,661
Equity - Socio-economic	86,404
Equity - Language	2,400
Equity - Disability	99,736
Base Total	1,596,391
Base - Per Capita	41,908
Base - Location	39,322
Base - Other	1,515,161
Other Total	204,272
Grand Total	2,336,107

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

2021 Tell Them From Me Data saw a positive trend in most areas of the Parent Survey.

Parents feel welcome increased from 5.9 to 7.3 (NSW Gov Norm-7.4)

Parents are informed increased from 4.7 to 6.7 (NSW Gov Norm-6.6)

Parent's support learning from home decreased from 8.2 to 7.2 (NSW Gov Norm-6.3)

The school supports learning increased from 5.8 to 7.0 (NSW Gov Norm-7.3)

The school supports positive behaviour increased from 6.3 to 7.5 (NSW Gov Norm-7.7)

Safety at school increased from 3.8 to 6.0 (NSW Gov Norm-7.4)

Inclusive School increased from 4.5 to 7.1 (NSW Gov Norm-6.7)

Student responses are summarised below:

Student Advocacy

76 % of students responded positively to advocacy in 2021. This is above the state (70%) and slightly above our 2020 percentage.

Expectations of Success

82% of students responded positively to Expectations of Success. This is slightly below the state (85%)

Sense of Belonging

60% of students responded positively to Sense of Belonging. This is below the state (65%)

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.