

2021 Annual Report

Bomaderry Public School



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Introduction

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

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

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School vision

Bomaderry Public School aims to be the centre of the Bomaderry community with growing enrolments, in order to ultimately reflect the true diversity of the suburb; A place where families and staff work together inspiring success and future-focused citizens. The education journey at Bomaderry Public begins well before the first important weeks of Kindergarten.

Personalised learning helps us ensure positive outcomes, have high expectations and support students to achieve their goals. These will continue to be at the centre of all that we do. We also aim for outstanding levels of advocacy and inclusion.

Teachers have professional goals related to high quality teaching and learning. Currently we strive to improve student's skills and understandings in literacy and numeracy with the goal that all students will achieve expected growth and beyond.

Our staff aim to be educational leaders within and beyond the school with the goal of sharing practice which models 'what works best'.

We aim high in order to achieve high.

School context

Bomaderry Public School is a school with a proud local history of over 150 years. It is located on the northern side of the Shoalhaven River in Bomaderry. Part of the school's proud history is a deep connection with local Aboriginal communities and the dedication of staff to embed authentic learning about Aboriginal Australia and to engage respectfully with our families.

The school's enrolment has been steadily increasing over the past decade and has now passed 400 students. The school structure currently includes 15 mainstream classes and 8 support classes; District Early Intervention Unit, an IO/IS class, 2 IO/AU classes, 2 AU classes, an MC and an IM class. The Support class students enjoy integration across all programs and facets of the mainstream school. The benefits of having students with diagnosed disabilities, including those in mainstream, are far reaching and the whole school community embraces this and provides a safe, inclusive environment.

The school has 29% Aboriginal student enrolments and 2% of our students are from non-English speaking backgrounds. In recent years, family backgrounds have become increasingly multicultural and the school values and celebrates this diversity. Equity funds are allocated to the school to support students. Personalised Learning Pathways are established for every individual student with parent/carer input. Students have academic and aspirational goals and these are known, supported and celebrated by all. Funding is targeted to ensure Aboriginal students achieve to their highest potential, supported by our Aboriginal Education Officer and additional staff.

At Bomaderry Public School a variety of quality programs exist to support learning. Staffing and school funding (specifically Instructional Leaders, additional Learning & Support staff and teacher learning time) is used to support literacy and numeracy programs, teacher training and Stage-based leadership and collaborative planning - all with the ultimate aim of improving the quality of teaching and support in every classroom, for every student. Collective efficacy exists in order to improve all student learning results in English and Mathematics.

Early intervention, whole school wellbeing lessons, a whole school focus on high expectations and personalised learning, and the establishment of a Schools as Community Centre exist to promote engagement and a quality learning environment. Staff and families work side-by-side to support students in every way. The school has adopted the philosophy that it really "takes a village to raise a child".

Equity funds have made it possible to run "HeadStart", a free transition to school program, and to employ additional staff supporting improved student outcomes and wellbeing in the early years. Since 2020 a new 2K class for pre-Kindergarten enrolments has also been established, enabling staff to support students in a play-based curriculum, preparing them for Early Stage 1 learning and beyond.

The school motto, which is incorporated into everyday practice, is: "Aiming High".

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>

Strategic Direction 1: Student growth and attainment

Purpose

High quality, evidence-based, data-driven, explicit teaching is needed to support all students. This will improve our students' skills in literacy and numeracy, build their strong content knowledge and ability to learn. Educational leaders will develop teacher capabilities through engaging in evaluation of teaching and its effect on student learning in a highly collaborative, trusting environment.

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
- DATA-DRIVEN PRACTICES/ASSESSMENT

Resources allocated to this strategic direction

Early Action for Success (EAFs): \$137,208.00

IL Aboriginal Education: \$68,604.00

Professional learning: \$12,000.00

English language proficiency: \$2,672.65

Socio-economic background: \$303,520.40

New Arrivals Program: \$5,045.00

Quality Teaching Rounds: \$6,000.00

Low level adjustment for disability: \$67,271.00

Integration funding support: \$126,666.00

Aboriginal background: \$100,920.00

Literacy and numeracy intervention: \$33,635.00

Literacy and numeracy: \$7,418.74

Summary of progress

Through ongoing professional learning, teachers have been up skilled in the use of the explicit teaching model when developing English units of work. Staff are able to explicitly address student errors and develop learning sprints for students until mastery is demonstrated. This differentiation has enabled all students to be suitably challenged and catered for and develop foundation skills in literacy. Teachers have increased their expert use of data in English to monitor and assess student progress and design future whole class, small group and individual teaching sequences. Teachers are also working towards developing more effective teaching strategies for data analysis and using this to drive a more responsive curriculum delivery in other Key Learning Areas. Effective evidence-based teaching methods are optimising learning progress for all students, across the full range of abilities. Teachers have utilised our School Learning and Support officers to ensure students are further supported at their point of need. Most English lessons and learning opportunities are engaging and teaching strategies are evidence-based. Teachers collaborate within our school to share and embed best practice with limited opportunities, in 2021, to do this across schools. Embedded and explicit systems facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice. We are working towards increasing the provision of specific and timely feedback between teachers. Instructional Leaders have worked collaboratively with teachers to embed formative and summative assessment practices in English. School leaders foster a school-wide culture of high expectations.

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
<ul style="list-style-type: none">• Increase the percentage of students achieving in the Top 2 bands of NAPLAN numeracy to be above the system-negotiated target baseline.• Increase the percentage of students achieving in the Top 2 bands of NAPLAN reading to be above the	24% of students are now in the top two skill bands (NAPLAN) for reading and 13% for numeracy, indicating working beyond annual progress measure for reading and progress towards the annual progress measure for numeracy. Data indicates growth from baseline data for both reading and numeracy.

system-negotiated target baseline.	
Increase % of Year 5 students achieving Top 2 bands NAPLAN Writing by an uplift of 5%	6% of Year 5 students achieving Top 2 bands NAPLAN Writing by an uplift of 5% indicating progress is working towards the annual progress measure.
<ul style="list-style-type: none"> • Increase the percentage of Aboriginal students achieving in the Top 3 bands NAPLAN reading to be above the system-negotiated target baseline. • Increase the percentage of Aboriginal students achieving in the Top 3 bands NAPLAN numeracy to be above the system-negotiated target baseline. 	<p>33.3 % of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating an achievement working beyond the target of 24%</p> <p>1.1% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress toward the target of 18%</p>
<ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system-negotiated target baseline. • Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated target baseline. 	<p>The percentage of students achieving expected growth in reading increased to 64% indicating achievement beyond the system negotiated baseline target of 49%.</p> <p>The percentage of students achieving expected growth in numeracy increased to 41% indicating achievement beyond the system negotiated baseline target of 32%</p>
100% of teachers have accessed Professional Learning which increased their understanding and use of feedback to students and provisions of work samples demonstrating expectations.	Delayed initiatives in Term 2 have required this work to be postponed to 2022.
Year 7 NAPLAN scaled score in each domain (Reading, Writing ,Spelling, Grammar & Punctuation, Numeracy) is equal to or above average score 2011-2019	The scaled score for Reading, Writing and Numeracy were all working towards the average score from 2011-2019. The scaled score for Spelling and Grammar and Punctuation were all working beyond the average score from 2011-2019.

Strategic Direction 2: Partnerships for learning

Purpose

All students need to connect, succeed, thrive and learn in a community where they are known and supported on their individual learning paths. Increasing the planned and proactive partnerships needed to support our students, within a school-wide culture of high expectations and strategic early interventions, will increase their success.

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.

- CONNECTIONS FOR LEARNING
- HIGH IMPACT EARLY YEARS EDUCATION & BEYOND

Resources allocated to this strategic direction

IL Aboriginal Education: \$102,906.00

Professional learning: \$12,000.00

Socio-economic background: \$189,464.00

Location: \$1,904.00

Integration funding support: \$102,150.00

Aboriginal background: \$109,633.14

SaCC: \$138,113.00

Early Action for Success (EAfS): \$34,304.97

Low level adjustment for disability: \$22,422.00

Summary of progress

Teachers have a strong understanding that every child is known, valued and cared for and connections with families and students have begun well before Kindergarten begins. By knowing each child; their experiences, knowledge, skills and families, we are able to plan their individual learning pathways. Early years teachers are working towards developing a high quality education, incorporating play-based opportunities and a shared commitment to nurture, guide, inspire and challenge students - to find joy in learning, build skills and understanding and make sense of their world. Teachers share information about learning development and are working towards developing partnerships with parents as active participants in their child's education. More students are developing foundational skills in literacy and numeracy and developing their individual potential. More teachers are demonstrating a personal responsibility for improving their practice. There is a continued commitment to a school-wide culture of high expectations that exists alongside a shared sense of responsibility for student success. By working closely with The Nest (SaCC), the school has been successful in supporting families to make connections with agencies and health providers, increasing speech and dental health outcomes. We are continuing to support students to make successful transitions at all change points.

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 total percentage of students attending 90% of the time, and to be greater than the percentage for SSSG	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more is above the SSSG % but still trending towards our baseline % of 70%. The number of Aboriginal students attending greater than 90% of the time or more is below the SSSG % and is still trending towards our baseline %.
<ul style="list-style-type: none">• Increase score on TTFM survey - number of students believing our school staff emphasise academic skills and hold high expectations for all students to succeed (Expectations for success).	In 2021 our TTFM student survey data indicated a mean score of 8.8 in the number of students believing our school staff emphasise academic skills and hold high expectations for all students to succeed (Expectations for success). This score indicated that we achieved the increase from 8.4 in the 2020 TTFM student survey. This score of 8.8 was also higher than the NSW state average mean score of 8.7.
<ul style="list-style-type: none">• Percentage of students reporting a positive sense of wellbeing (TTFM)	<ul style="list-style-type: none">• Tell Them From Me data indicates 89.47% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of

survey) - heading towards 90%	belonging at school). We are working towards achieving our goal of 90%.
<p>Increase percentages from 2020 parent survey by at least 5%:</p> <ul style="list-style-type: none"> • 78%+5 parents/carers aware of their child's current learning goal • 42%+5 parents/carers indicated that teachers always or often share information about their child's academic learning • 68%+5 parents/carers are extremely satisfied or satisfied with their level of involvement in their child's learning. 	<ul style="list-style-type: none"> • Survey not completed - postponed to 2022.
10% of families have accessed a health program or intervention via the NEST	Over 30% of families have accessed a health program or other intervention/program via the NEST. This does not include the Kindergarten readiness and 2K programs which our SaCC facilitator also supports.
<p>Identify percentage of Year 2 students achieving end of stage level on the Phonological Awareness (Level 5) and Phonic Knowledge and Word Recognition (Level 9) progression</p> <p>Identify percentage of Year 2 students achieving end of stage level on Additive Strategies - Numeracy progressions PLAN 2</p>	In 2021, baseline data was collected. 32% of Year 2 students achieved stage level for Phonological Awareness, 7% of Year 2 students achieved stage level for Phonic Knowledge and Word recognition and 0% of Year 2 students achieved stage level for Additive strategies.
Year 7 NAPLAN scaled score in each domain (Reading, Writing, Spelling, Grammar & Punctuation, Numeracy) is equal to or above average score 2011-2019	The scaled score for Reading, Writing and Numeracy were all working towards the average score from 2011-2019. The scaled score for Spelling and Grammar and Punctuation were all working beyond the average score from 2011-2019.

Strategic Direction 3: Culture of continuous improvement

Purpose

Professional feedback and collaboration, as well as a culture of inclusion and high quality environments, drive whole school improvement. Documentation of school-wide systems, processes and practices will serve the overarching vision of the school, resulting in clarity, professionalism and continuous improvement.

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.

- PROFESSIONAL FEEDBACK & COLLABORATION
- SCHOOL WIDE IMPROVEMENT

Resources allocated to this strategic direction

Professional learning: \$11,000.00

QTSS release: \$89,694.00

Beginning teacher support: \$27,918.00

Socio-economic background: \$105,408.00

Low level adjustment for disability: \$67,272.00

Operational Expenses (6101): \$36,856.00

School support allocation (principal support): \$22,398.00

Summary of progress

Bomaderry PS regularly seeks feedback and is responsive to acting on the feedback given by students, their families and the broader community in order to improve our customer experience. Explicit systems continue to be embedded to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. The school is continuing to seek to work in partnership on specific projects with parents, community and organisations - making decisions about school assets and resources which will benefit the school and community. Most staff understand their role in addressing the school plan's strategic directions and meeting the improvement measures. Leadership opportunities exist, building a strong pipeline of leaders. Enhanced leadership capacity evidenced through PDP reflections and feedback and using the professional standards has led to several staff members taking on permanent leadership positions as identified through the PDP process. School leaders foster a school-wide culture of high expectations and is continuing to ensure the physical environment optimises learning and engagement for all. Work will continue so that all curriculum planning, programming, assessment and reporting processes meet NESA and Department requirements and are fit for purpose for the context of our school. All students are taught by increasingly high performing teachers.

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 % of students achieving expected Growth in NAPLAN reading	The percentage of students achieving expected growth in reading increased to 64% indicating achievement beyond the system negotiated baseline target of 49%.
Increase participation in the Tell Them From Me student, parent and teacher surveys to gather more data on school life, practices and procedures; to inform school planning and decision-making	In 2021 we increased the participation in the parent survey from 94 responders in 2020 to 102 responders in 2021. In 2021 32 teaching staff completed the TTFM survey. There are no results from 2020 to make a comparison as it was delayed and required to be postponed until 2021.
100% teachers matching PDP goals to professional teaching standard markers	100% of teachers have matched PDP goals to appropriate professional teaching standard markers.
• Increase % of students achieving	The percentage of students achieving expected growth in numeracy

<p>expected Growth in NAPLAN numeracy</p>	<p>increased to 41% indicating achievement beyond the system negotiated baseline target of 32%.</p>
<p>20% of teaching staff relieving in executive roles or leading school teams and initiatives.</p>	<p>More than 20% of teaching staff were either relieving in executive roles or leading school teams and initiatives in 2021. This percentage will likely be lower in 2022 because a number of those relieving in roles have gained permanency.</p>
<p>In the Leading Domain of the School Excellence Framework, the school demonstrates excellence in some of the themes;</p> <p>Community Engagement</p> <p>High Expectations Culture</p> <p>Facilities</p> <p>Community use of Facilities</p> <p>Community Satisfaction</p> <p>Service Delivery</p>	<p>The school demonstrates excellence in the School excellence Framework themes of; High Expectations Culture and Facilities.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$5,045.00</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 Bomaderry 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 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: In-class pre-teaching and language literacy support was provided for one student. This resulted in increased ability to access learning activities and curriculum knowledge more readily and with increased confidence.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the support with any new arrivals and provide ongoing monitoring of previously funded students through the PLP process and online data collection system.</p>
<p>Integration funding support</p> <p>\$228,816.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bomaderry Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • EXPLICIT TEACHING • CONNECTIONS FOR LEARNING • HIGH IMPACT EARLY YEARS EDUCATION & BEYOND <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: All students receiving Integration Funding Support have PLSPs and targeted staffing support in place. This support currently ensures high levels of student attendance, engagement, learning and positive behaviours.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing staff professional development which is individualised and ultimately supports students at point of need. (eg. MAPA training when necessary)</p>
<p>Socio-economic background</p> <p>\$598,392.40</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bomaderry 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</p>

<p>Socio-economic background</p> <p>\$598,392.40</p>	<p>including:</p> <ul style="list-style-type: none"> • DATA-DRIVEN PRACTICES/ASSESSMENT • EXPLICIT TEACHING • HIGH IMPACT EARLY YEARS EDUCATION & BEYOND • CONNECTIONS FOR LEARNING • PROFESSIONAL FEEDBACK & COLLABORATION <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employ additional learning and support staffing to support identified students with additional needs. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in:</p> <p>The percentage of students achieving expected growth in reading increased to 64% indicating achievement beyond the system negotiated baseline target of 49%.</p> <p>The percentage of students achieving expected growth in numeracy increased to 41% indicating achievement beyond the system negotiated baseline target of 32%</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Strengthen wellbeing programs and Positive Behaviour for Learning by training staff in further interventionist strategies such as Rock And Water, Be You, Ripple.</p> <p>Continue to access student assistance and other agency support for families and individuals who need it.</p> <p>Develop processes with Nowra East PS OMM Hub - increase family supports.</p> <p>Increase percentage of parents/carers accessing NEST programs and supports.</p>
<p>Aboriginal background</p> <p>\$210,553.14</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bomaderry 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"> • CONNECTIONS FOR LEARNING • EXPLICIT TEACHING <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employ a staff member to oversee whole school wellbeing and implement actions/strategies based on the needs of the school and particular community groups/individuals as needed • Further upskilling of staff in evidence-based wellbeing programs; including all modules of Trauma-informed Practice for Improved Learning and Wellbeing • Instructional Leadership focused on including Aboriginal Education teaching and learning perspectives in curriculum, high impact teaching to improve Aboriginal student learning outcomes • Ensuring that a culture of high expectations with collective efficacy by all staff exists; to support personalised learning via; Personalised Learning Pathways (developed in collaboration with families). <p>The allocation of this funding has resulted in:</p> <p>Whole school wellbeing programs and actions are evident and all staff implement actions/strategies based on the needs of individual students. More staff are trained in the modules of Trauma-informed Practice for</p>

<p>Aboriginal background</p> <p>\$210,553.14</p>	<p>Improved Learning and Wellbeing. All Aboriginal students have a Personalised Learning Pathway document with goals and aspirations. Almost 100% of these PLPs have included meetings and collaboration with parents/carers.</p> <p>33.3 % of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating an achievement working beyond the target of 24%</p> <p>1.1% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress toward the target of 18%</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Increased percentages of Aboriginal families will access support, programs, interventions and community events at school and through our SaCC (Nest). Further increases in attendance data will be evident for our Aboriginal students. 100% of Aboriginal students will have PLPs with parent/carer involvement. Instructional Leadership will involve ongoing collaboration with staff and upskilling in evidence-based teaching strategies which increase student literacy and numeracy skills. Increased percentages of Aboriginal students achieving in the top 3 bands on NAPLAN assessments.</p>
<p>English language proficiency</p> <p>\$2,672.65</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bomaderry 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 equity loading include:</p> <ul style="list-style-type: none"> • additional part-time staff employed to provide intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in:</p> <p>In-class pre-teaching and language literacy support was provided for one student. This resulted in increased ability to access learning activities and curriculum knowledge more readily and with increased confidence.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue the support with any other students assessed in these ranges and provide ongoing monitoring of previously funded students through the PLP process and online data collection system.</p>
<p>Low level adjustment for disability</p> <p>\$156,965.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bomaderry 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"> • DATA-DRIVEN PRACTICES/ASSESSMENT • SCHOOL WIDE IMPROVEMENT • HIGH IMPACT EARLY YEARS EDUCATION & BEYOND • EXPLICIT TEACHING <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 and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of LaST and interventionist teacher

<p>Low level adjustment for disability</p> <p>\$156,965.00</p>	<ul style="list-style-type: none"> • employment of an Occupational Therapist to provide intervention programs that support student needs <p>The allocation of this funding has resulted in: 24% of students are now in the top two skill bands (NAPLAN) for reading and 13% for numeracy, indicating working beyond annual progress measure for reading and progress towards the annual progress measure for numeracy. Data indicates growth from baseline data for both reading and numeracy 6% of Year 5 students achieving Top 2 bands NAPLAN Writing by an uplift of 5% indicating progress is working towards the annual progress measure. The percentage of students achieving expected growth in reading increased to 64% indicating achievement beyond the system negotiated baseline target of 49%. The percentage of students achieving expected growth in numeracy increased to 41% indicating achievement beyond the system negotiated baseline target of 32%</p> <p>After evaluation, the next steps to support our students with this funding will be: Employ additional learning and support staffing to support identified students with additional needs.: SLSO's to improve the development of students by implementing speech and OT programs developed by specialists Occupational Therapist to provide intervention programs that support student needs</p>
<p>Location</p> <p>\$1,904.00</p>	<p>The location funding allocation is provided to Bomaderry 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"> • CONNECTIONS FOR LEARNING <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses subsidised, focusing on wellbeing initiatives such as 'Feel Good Friday' <p>The allocation of this funding has resulted in: Students enjoyed equitable access to incursion opportunities. Location of our school impacts some family access to experiences beyond the Shoalhaven. The use of these funds allowed us to bring opportunities to the school for all to enjoy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing subsidies for whole school opportunities.</p>
<p>Literacy and numeracy</p> <p>\$7,418.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bomaderry 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"> • DATA-DRIVEN PRACTICES/ASSESSMENT <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 • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students

<p>Literacy and numeracy</p> <p>\$7,418.74</p>	<ul style="list-style-type: none"> • Instructional Leadership provided via additional release time for collaboration and professional learning with IL <p>The allocation of this funding has resulted in: 24% of students are now in the top two skill bands (NAPLAN) for reading and 13% for numeracy, indicating working beyond annual progress measure for reading and progress towards the annual progress measure for numeracy. Data indicates growth from baseline data for both reading and numeracy 6% of Year 5 students achieving Top 2 bands NAPLAN Writing by an uplift of 5% indicating progress is working towards the annual progress measure. The percentage of students achieving expected growth in reading increased to 64% indicating achievement beyond the system negotiated baseline target of 49%. The percentage of students achieving expected growth in numeracy increased to 41% indicating achievement beyond the system negotiated baseline target of 32%</p> <p>After evaluation, the next steps to support our students with this funding will be: Employment of Instructional Leader to build capacity of 3-6 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. In particular: Revise programming K-6. Provide PL and support to introduce new curriculum and policy. Increase teacher confidence, use and expertise of explicit teaching components..</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,512.97</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Bomaderry 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"> • EXPLICIT TEACHING • DATA-DRIVEN PRACTICES/ASSESSMENT • HIGH IMPACT EARLY YEARS EDUCATION & BEYOND <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader EAfS to train staff and assist with whole school data analysis in Literacy and Numeracy - analysis of student performance data with whole school and stage teams • 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 • employment of Instructional Leader to lead analysis of data and professional learning, including cross-stage teaching rounds and the use of learning sprints • 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 <p>The allocation of this funding has resulted in: 24% of students are now in the top two skill bands (NAPLAN) for reading and 13% for numeracy, indicating working beyond annual progress measure for reading and progress towards the annual progress measure for numeracy. Data indicates growth from baseline data for both reading and numeracy 6% of Year 5 students achieving Top 2 bands NAPLAN Writing by an uplift of 5% indicating progress is working towards the annual progress measure.</p>

<p>Early Action for Success (EAfS)</p> <p>\$171,512.97</p>	<p>The percentage of students achieving expected growth in reading increased to 64% indicating achievement beyond the system negotiated baseline target of 49%.</p> <p>The percentage of students achieving expected growth in numeracy increased to 41% indicating achievement beyond the system negotiated baseline target of 32%</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Revise inclusion of phonics teaching resources and teacher programming K-6.</p> <p>Provide PL and support as new curriculum is introduced.</p> <p>Increase teacher confidence, use and expertise of explicit teaching components., in particular the use of effective feedback.</p>
<p>QTSS release</p> <p>\$89,694.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bomaderry 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"> • PROFESSIONAL FEEDBACK & COLLABORATION <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> <p>24% of students are now in the top two skill bands (NAPLAN) for reading and 13% for numeracy, indicating working beyond annual progress measure for reading and progress towards the annual progress measure for numeracy. Data indicates growth from baseline data for both reading and numeracy</p> <p>6% of Year 5 students achieving Top 2 bands NAPLAN Writing by an uplift of 5% indicating progress is working towards the annual progress measure.</p> <p>The percentage of students achieving expected growth in reading increased to 64% indicating achievement beyond the system negotiated baseline target of 49%.</p> <p>The percentage of students achieving expected growth in numeracy increased to 41% indicating achievement beyond the system negotiated baseline target of 32%</p> <p>Beginning teachers have a strong mentor/coach colleague supporting their development and Professional Learning goals.</p> <p>Collaboration time is provided regularly and in Stage teams to ensure collaborative planning, consistent teacher judgement and high quality teaching, assessment and data analysis to drive improvement.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Professional learning time supported by release from class - employment of staff. Professional learning in feedback, explicit teaching.</p>
<p>Literacy and numeracy intervention</p> <p>\$33,635.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bomaderry 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"> • DATA-DRIVEN PRACTICES/ASSESSMENT <p>Overview of activities partially or fully funded with this initiative</p>

<p>Literacy and numeracy intervention</p> <p>\$33,635.00</p>	<p>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 • 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> <p>24% of students are now in the top two skill bands (NAPLAN) for reading and 13% for numeracy, indicating working beyond annual progress measure for reading and progress towards the annual progress measure for numeracy. Data indicates growth from baseline data for both reading and numeracy</p> <p>6% of Year 5 students achieving Top 2 bands NAPLAN Writing by an uplift of 5% indicating progress is working towards the annual progress measure. The percentage of students achieving expected growth in reading increased to 64% indicating achievement beyond the system negotiated baseline target of 49%.</p> <p>The percentage of students achieving expected growth in numeracy increased to 41% indicating achievement beyond the system negotiated baseline target of 32%</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Employ additional learning and support staffing to support identified students with additional needs.</p>
<p>COVID ILSP</p> <p>\$245,341.19</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 - [focus area] • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in:</p> <p>Successful employment of 2 part time teachers who provided intensive small group targeted intervention in numeracy for Years 3-6 students. Teachers successfully identified student need, created target groups in PLAN2, taught 5 week intense learning sprints, assessed and tracked data in PLAN2. All students made learning gains in this KLA.</p> <p>Successful employment of 2 part time teachers who provided intensive small group targeted intervention in literacy for Year 2 students. Teachers successfully identified student need, created target groups in PLAN2, taught 5 week intense learning sprints, assessed and tracked data in PLAN2. All students made learning gains in this KLA.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Secure further staff to continue offering additional support to these student groupings. Ensure new staff trained in use of PLAN data application and its use to drive program and teaching.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	159	176	184	205
Girls	169	169	170	181

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.1	93.4	87.2	90.6
1	90.4	93.1	85.9	90.8
2	94.4	88.5	84.8	90.4
3	91.8	93.5	83.3	91.7
4	93.6	91	86.9	90.6
5	89.6	92.4	87.4	89.3
6	88.4	88.3	89.9	89
All Years	91.7	91.5	86.6	90.3
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.91
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	11.47

*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	637,124
Revenue	6,666,470
Appropriation	6,680,030
Sale of Goods and Services	8,509
Grants and contributions	-22,960
Investment income	92
Other revenue	800
Expenses	-6,412,129
Employee related	-6,072,166
Operating expenses	-339,963
Surplus / deficit for the year	254,341
Closing Balance	891,465

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	164,400
Equity Total	978,195
Equity - Aboriginal	210,738
Equity - Socio-economic	600,061
Equity - Language	2,673
Equity - Disability	164,723
Base Total	4,089,774
Base - Per Capita	97,019
Base - Location	1,904
Base - Other	3,990,851
Other Total	713,931
Grand Total	5,946,301

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

An analysis of school and community feedback during 2021, included online focus group meetings, P&C meeting comments, online surveys and data collection. This has allowed us to report that we could improve in these areas in general;

In the themes of Service Delivery and *Community Satisfaction* within the element Management Practices and Processes, evidence shows that *Bomaderry Public School has gains to make in being more responsive to school community feedback in order to improve our customer experience and report findings to our community.* This continues to be an area of improvement in our school plan.

Our administrative practices are informed by evidence and are responsive to local context, however, our data collection processes could be improved and converted into published policies and procedures to drive school effectiveness. Bomaderry PS is currently working at a sustaining and growing level in this area.

Our surveys illustrated pleasing satisfaction by all stakeholders in a range of areas, but our deeper analysis showed that we need to improve our steps in responding to feedback as it is shared and reporting to our community. The general feedback was overwhelmingly positive in regards the volume of information shared with our community about events and student learning.

During the learning from home period, we were once again inundated with positive feedback about the curriculum provisions, personalised support and practical resource allocation we implemented. Our staff went to extraordinary lengths to support individual students as well as families and we had high levels of community satisfaction as a result.

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.