

# 2021 Annual Report

## Bronte Public School



1372

# Introduction

The Annual Report for 2021 is provided to the community of Bronte 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.

## School contact details

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## Message from the principal

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I want to acknowledge the hard work, commitment, dedication, and creativity that every parent and guardian demonstrated during the period of learning from home in 2021. We understand the enormous responsibilities and challenges that Remote Learning placed on our parents and families as you had to create time, space, routine, and support for learning at home. We know that our families experienced a difficult time and that there were many critical needs in addition to student learning.

You all excelled at parenting, supporting your children to be in zooms, upload work samples and photos, supporting art classes and creating projects to name but a few of the extraordinary tasks you managed while working from home.

We are so thankful to our families and students for continuing to learn from home through such a prolonged lockdown and still demonstrating grace and generosity through your amazing gestures and words of kindness towards the Bronte staff.

Throughout the year ensuring all students had access to quality learning opportunities remained our priority. The 2021 school year marks the end of a period we will never forget.

We've all shown that great things happen when we work together. Collaboration means so much. Many thanks from us all.

Yours sincerely,

**Catherine Ryan**

## School vision

The VISION shared by our community is that Bronte Public School be recognised as a high performing, creative, engaged and collaborative learning community, where individuality and diversity is valued, excellence is celebrated, and relationships are built on mutual respect, kindness, responsibility and inclusivity.

## School context

Bronte Public School is a K-6 Eastern Suburbs school set on a compact site with an enrolment of 376 students. Bronte Public is accessible to the local community maintaining an inclusive environment with a true community spirit. Our students perform exceptionally well in a range of endeavours and we share high educational expectations for our students. This is nurtured through positive practice, collaborative approaches and extensive opportunities. The school focuses on engaging all students with successful experiences that nurture a lifelong love of learning; integrate the arts, global cultures and languages, sustainability and technology, and allow all children to reach their full potential. Children's creativity, character and thinking skills are fostered, and their achievements in learning, effort, participation and social justice are recognised and celebrated.

Through our situational analysis, we have identified a need to engage the community in learning programs to support a strong network of support for every student. Further work to deliver quality differentiated instruction to support individual students including additional needs and those identified as high potential and gifted.

Continual analysis and use of student performance data will determine areas of need and success and the involvement of the whole school community in the process will ensure a culture of high expectations and student engagement.



Peer Support programs engage students in learning

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To ensure all learners achieve maximum growth through a culture of effective feedback and high expectations

### 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 and High Expectations
- Numeracy and Effective Feedback

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$85,910.30

**English language proficiency:** \$10,078.11

**Literacy and numeracy intervention:** \$47,089.56

**Socio-economic background:** \$2,217.36

**QTSS release:** \$19,625.28

**Literacy and numeracy:** \$14,810.74

**Integration funding support:** \$130,000.00

**Aboriginal background:** \$1,413.94

**Professional learning:** \$10,017.79

### Summary of progress

2021 proved to be a year whereby plans were modified as a result of the emerging needs of the students and staff due to Covid-19 extended remote learning period. 2021 continued to be a year the teachers built on the strong foundation's of teaching writing established in 2020. The Home Reading program was supported through the newly introduced PM e Reader program to ensure students were able to access appropriately levelled quality texts during the extended learning from home period. With the use of Literacy and Numeracy school funds it had the added impact of strengthening the home school learning partnership and elevating the importance and relevance of reading in the home environment. Well attended K - 2 parent workshops in Reading were delivered prior to Covid-19.

All students with personalised learning plans are supported to achieve their goals in mainstream classes. Integration funding was used to employ and train four School Learning and Support Officers, working closely with teachers and the learning and support team to monitor student needs. Highly successful review meetings result in close communication between home and school to ensure Specific, Measurable, Achievable, Relevant, and Time-Bound goals are set and regularly reviewed.

Analysis of NAPLAN data identified the professional learning focus of vocabulary and the Australian Children's Book Council delivered a memorable three hour session aimed at extending student achievement in the area of vocabulary. This activity was funded through English language proficiency so that all teachers participated in targeted professional learning to improve the teaching of vocabulary.

COVID funding provided 20 days of targeted literacy and numeracy instruction for student's disadvantaged by the period of remote learning. Data was collected from all teachers to inform the delivery of the COVID SLSP program. Student progress was tracked on the Literacy Learning Progression through PLAN2.

The executive self selected to be part of trialling the new English and Mathematics K-2 syllabus. The team planned strategically to manage decodable readers with the LaST and K-2 staff. Resources were strategically purchased using Literacy and Numeracy funding and adequately stored to prepare for increased use of decodables in the new K-2 syllabus through a stronger focus on phonics.

K-2 teachers participated in Starting strong as a sustained professional learning opportunity to support the teaching of mathematics for students in Kindergarten, Year 1 and Year 2. Teacher professional learning was prioritised through casual release and teachers shared new skills during staff meetings. Throughout the year all teams participated in stage planning to prioritise the consistent use of a mathematics scope and sequence.

### 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 percentage of students achieving the top two bands in NAPLAN reading to 74.1%	The percentage of students achieving the top two bands in NAPLAN reading is 68%. This result marks the final NAPLAN paper test conducted during an extended period of remote learning.
Increase the percentage of students achieving expected growth in NAPLAN Reading to the system negotiated target of 63.2%	The proportion of Year 3 and Year 5 students in the top two bands in NAPLAN Reading increased to 52.94% with a downward trend. The extended period of remote learning impacted this result.
The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is above the system negotiated target of 50.5%	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 57% and this sits above the system negotiated target.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy to the system negotiated target of 59.9%	55.88% of students achieved expected growth in NAPLAN numeracy, demonstrating a positive trajectory towards the target..
Percentage of students achieving expected growth in NAPLAN writing to trend towards the SSSG	In 2021, 58% of students achieved 'at or above expected growth' in NAPLAN writing. This is consistent with State and trending towards SSSG results. The 2021 is an improvement on the 2019 NAPLAN writing, where 43% of students achieved 'at or above expected growth'.
All teachers have increased knowledge of formative assessment strategies evident by TTFM teacher survey data	The TTFM Teacher Survey highlighted a high level of teacher collaboration and engagement using assessment data to inform their teaching practice and provide feedback to students. Most notable is the increase in the average score for Yrs 3-6 teachers that data informs their practice, increasing from 8.0 (2020) to 8.7 (2021).



Students are proud of their writing

## Strategic Direction 2: Engagement

### Purpose

To focus on engaging all students with successful experiences that nurture a lifelong love of learning, evidenced by high levels of student, staff and community well being and engagement.

### 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.

- Engagement
- Wellbeing

### Resources allocated to this strategic direction

**QTSS release:** \$50,000.00

**Professional learning:** \$12,000.00

**Per capita:** \$62,197.28

### Summary of progress

During 2021, communication was key in connecting with the community and student wellbeing was closely monitored, teacher's completed checklists to review student participation in the learning from home program and the learning support team continued weekly meetings with the principal and school psychologist. Stage teams zoomed with families to provide guidance for use of the online learning program. Teachers phoned every family to check in on the student's wellbeing and learning progress to cater for the diverse range of family needs. A teacher led whole-school professional learning session unpacked the new PDHPE Syllabus, linking BPS programs including URStrong and Peaceful Kids to a scope and sequence.

The broad range of school survey data indicates high levels of staff, student and parent satisfaction in the area of wellbeing. Student attendance remained high throughout 2021. The school will continue to regularly promote attendance and punctuality as a vital component for school success. This will be actioned through the fortnightly newsletter and parent events.

During 2021, teachers created opportunities for all students to engage in authentic and meaningful learning. Maths Olympiad, Spanish language, debating and GATEWAYS sessions continued throughout the remote learning period through the use of zoom. There were disruptions to PSSA and sport and the school band and music program due to the impact of an extended remote learning period.

Emphasis has been on ensuring the use of digital technology across the whole school and that teachers had the resources to be able to do this effectively. We have purchased numerous engaging resources to ensure the whole staff can implement Digital Technology and developed an technology code of conduct (ICT contract) for every student outlining the responsibilities of a digital student. The student contract was delivered consistently through library lessons/ newsletter and email to parents. This measure supported student safety during remote learning by encouraging students to consider their own and others safety and respectful relationships. Supporting students in Stage 2 and 3 to be cybersafe continues to be a priority and communication between school and home provides explicit information to help parents identify potential safety issues. Emphasis has been on ensuring the use of quality digital technology across the whole school and that teachers have access to the best platforms to ensure students are engaged.

### 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
Tell Them From Me Student Survey data demonstrates that 79% of students report a positive sense of belonging compared to 81%(Gov school average)	Student Belonging increased slightly during the year 2021, however remained below the State average.
Increase the percentage of students	The 2021 average attendance rate is 94.9% and 89.9% (313 students)

attending school by 4.5% to meet the system negotiated target of 92..9%	attend more than 90% of the time.  This is above the state average of 89.4% and the network average of 93.1%
Increase in the school mean across the eight drivers of student learning (Tell Them from Me Teacher Survey).	In 2021 students reported there was an increase in 4 out of the 8 drivers that impact their learning.
Documentation shows that partial attendance is reviewed and used to inform planning from not at all to every five weeks.	Based on 2021 partial attendance data, a possible general improvement is a whole school activity planned for the last day in week 10 to encourage stronger attendance at the end of a term.



Students learn about bullying through the performing arts



## Strategic Direction 3: Shared Partnerships

### Purpose

To promote a culture of collaboration and collective responsibility that ensures our students think critically and creatively and are prepared for future 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.

- Expertise and Innovation
- Collaborative Community

### Resources allocated to this strategic direction

**School support allocation (principal support):** \$20,037.11

**Per capita:** \$30,000.00

### Summary of progress

Management practises and processes became a focus during the period of remote learning to support the school community with responsive communication and ensure school programs were supporting families during the remote learning period. Staff and students developed stronger technological skills including the ability to submit work online, follow learning through Google Classroom, use zoom to connect and teach daily and create learning that was both engaging and easily accessible for students and their families at home. Further provisions to meet the needs of families during the extended lockdown included hiring a computer technician to support effective use of technology, develop a chromebook loan registry for families and purchase additional computer software and hardware to support student needs during COVID. Our trained librarian, Spanish language teacher and Performing Arts teacher continued their programs throughout the year both at school and online. Harmony Spanish Day, Spanish incursions, the Book Fair and Hat Parade celebrated the Australian Children's book week at school with students dressing up and watching performances.

There was strong collaboration across the community, evidenced by eight well-attended P&C meetings, continued operation of the P&C second hand uniform shop and a successful trivia fund raising event. These forums provided a voice for all members of the school and processes and events that enrich the Bronte Public home-school partnership. The P&C contributed to Meet the Teacher events and Kinder Transition sessions conducted at school. An interview panel supported by a P&C representative appointment an Assistant Principal Curriculum and Instruction to commence in 2021. A volunteer parent maintains our school garden and worm farms and was keen to work with students and teachers to develop a good understanding of composting at school.

In response to the executive team analysing responses in the school community satisfaction surveys a focus on management processes led to improved office procedures and extensive professional learning for non teaching staff during 2021. The Enhance Capacity Program led by NSW Department of Education, supported non teaching staff to be seen and heard through coaching, tailored professional learning and the development of professional development plans for 100% of staff. As a result, office procedures now include a mission statement focused on customer service and staff have greater promotion opportunities.

### 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
In 2019, 90% of students believed their learning is valuable at school. By 2021 92% of students will value their learning at school (Tell Them From Me Student Survey)	Tell Them From Me data indicates 91% of students report their learning at school was relevant. This measure fell below the state average mean of 96%.
Teacher Tell Them From Me survey indicates the use of technology to drive student improvements for learning at	Tell Them From Me data indicates 71% of teachers believe that technology drives student improvement indicating an improvement.

7.0 mean only slightly above State mean of 6.7. Increase school mean to 7.2	
Stage 3 teaching and learning programs will show evidence of innovative teaching practices and learning modes as measured by the Innovative Learning Framework	Stage 3 programs show evidence of innovative teaching practices as indicated by the Innovative Learning Framework including research and planning and peer conferencing.
Management practises and processes are responsive to school and community feedback improvement measured through annual assessment using Schools Excellence Framework	Self-assessment against the School Excellence framework shows the element of management practices and processes to be sustaining and growing. A focus in this area has led to 100% of Non teaching staff creating Professional Development Plans linked to the School plan.



Parent instructs SRC

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$130,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bronte Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and High Expectations</li> <li>• Numeracy and Effective Feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Strong and cohesive learning support procedures and systems to cater for students diverse needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs and to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$2,217.36</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bronte Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy and Effective Feedback</li> <li>• Reading and High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff to support student learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Learning adjustments to improve student literacy and numeracy performance</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Improved processes to track student needs through revised record keeping procedures. Adjustments recorded and monitored through Sentral and evaluated regularly by executive and stage teams.</p>
<p>Aboriginal background</p> <p>\$1,413.94</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bronte 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><b>Funds have been targeted to provide additional support to students</b></p>

<p>Aboriginal background</p> <p>\$1,413.94</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Aboriginal family engages in the PLP process and, contributes to Aboriginal education priorities at the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to provide opportunities for Aboriginal students to lead the acknowledgement of Country and contribute to decision making that promotes engagement with Aboriginal culture.</p>
<p>English language proficiency</p> <p>\$10,078.11</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bronte Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engagement with EAL/D specialist consultant to access resources to support classroom delivery</li> <li>• employment of additional staff to support delivery of targeted support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Review student progress data in stage, executive, Learning Support and whole school meetings. Agendas support regular analysis and use of data to inform teaching practice and interventions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> EAL/D Progression levelling Professional Learning for staff and establish a core practice for supporting students learning English as an Additional Language or Dialect</p>
<p>Low level adjustment for disability</p> <p>\$85,910.30</p>	<p>Low level adjustment for disability equity loading provides support for students at Bronte Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• targeted students are provided with an evidence-based intervention Minilit and Multilit to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Student are identified and receive intervention and their progress needs are closely monitored. Reading fluency assessments are used as often as once a week. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p>

<p>Low level adjustment for disability</p> <p>\$85,910.30</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of a teacher and trained SLSOs.</p>
<p>Professional learning</p> <p>\$22,017.79</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bronte Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and High Expectations</li> <li>• Numeracy and Effective Feedback</li> <li>• Engagement</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Teaching teams collaboratively program quality Literacy and Numeracy Programs.</li> <li>• Resource numeracy programs to enhance delivery of new K-2 syllabus</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Literacy and Numeracy Programs shared with families during the learning from home period, providing learning support for students at home.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to program resource quality Literacy and Numeracy assessments during teacher collaborative programming sessions.</p>
<p>School support allocation (principal support)</p> <p>\$20,037.11</p>	<p>School support allocation funding is provided to support the principal at Bronte Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Community</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Computer technician hired to support effective use of technology</li> <li>• During COVID teachers and parents engaged to ensure the efficient use of technology for communication between home and school.</li> <li>• AP supports chromebook loan registry during lockdown</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff and students optimizing use of technology and technology platforms to enhance student engagement during the remote learning period.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue building staff and student technology skills to enhance student learning and enhance communication between parents, teachers and students.</p>
<p>Literacy and numeracy</p> <p>\$14,810.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bronte Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Literacy and numeracy</p> <p>\$14,810.74</p>	<ul style="list-style-type: none"> <li>• Reading and High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Executive gaining a better understanding of available student data</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> time for data to be analysed so that we have an understanding of effectiveness of Minilit and specialist teacher programs</p>
<p>QTSS release</p> <p>\$69,625.28</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bronte Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and High Expectations</li> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement targeted teaching initiatives</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional teacher support in classrooms working with identified students in small groups.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To fund team-teaching observations to refine practices in developing learning intentions and success criteria and then using these to direct student learning and encourage student self-assessment</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bronte Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• Additional staffing to implement Minilit and phonics assessment</li> </ul> <p><b>The allocation of this funding has resulted in:</b> tracking and monitoring systems inform teachers about individual student needs to support future learning</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Additional teacher to support teacher release to broaden the range of assessments used to include the ISFP numeracy assessment for students in K-2 classrooms.</p>
<p>COVID ILSP</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</p>



<p>\$11,212.00</p>	<p>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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teacher to deliver small group tuition</li> <li>• providing targeted, explicit literacy/numeracy instruction for small groups of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Data used to identify student literacy/numeracy needs and targeted teaching support provided.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will track the progress of students who received additional support.</p>
<p>Per capita</p> <p>\$92,197.28</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bronte Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Collaborative Community</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional Wellbeing and technology resources support the needs of students working remotely.</li> <li>• Additional staffing to meet the broad range of needs during remote learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Confident students equipped to use technology and understand the responsibilities of a digital citizen.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Provide parents and students consistent and systematic knowledge of cyber safety skills to support students to use technology productively.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	218	206	206	175
Girls	204	182	168	160

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.3	95	95.7	95.6
1	96.1	92.6	96.6	95.9
2	95.3	95.8	96.9	95.3
3	94.1	94.6	96	92.9
4	94.4	92.7	95.6	94
5	95	95.3	95.5	94.7
6	94	95.3	95	92.6
All Years	94.7	94.4	96	94.4
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

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	11.81
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	352,539
<b>Revenue</b>	3,315,138
Appropriation	3,066,600
Sale of Goods and Services	35,646
Grants and contributions	211,278
Investment income	415
Other revenue	1,200
<b>Expenses</b>	-3,238,899
Employee related	-2,816,684
Operating expenses	-422,215
<b>Surplus / deficit for the year</b>	76,240
<b>Closing Balance</b>	428,778

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	111,026
<b>Equity Total</b>	99,620
Equity - Aboriginal	1,414
Equity - Socio-economic	2,217
Equity - Language	10,078
Equity - Disability	85,910
<b>Base Total</b>	2,609,595
Base - Per Capita	92,197
Base - Location	0
Base - Other	2,517,398
<b>Other Total</b>	203,478
<b>Grand Total</b>	3,023,719

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year Bronte Public School seeks feedback from parents, carers, students and teachers. The insights gained from this feedback guides the school with planning and setting initiatives to drive student engagement and school improvement. In 2021, feedback and opinions were sort from the school community through P&C Meetings, student conferences, staff meetings, community discussions and surveys.

The Tell Them From Me (TTFM) is a suite of surveys used to capture student, parent and teacher voices. The TTFM surveys provide reliable evidence, which Bronte Public School uses to identify strengths within the school and areas for improvement.

In 2021 Year 4, 5 and 6 students participated in the TTFM Student Survey. This data was collected twice in the year and is critical for understanding student engagement. The vast majority of students indicated they are socially engaged in school, (positive relationships and participation in school sport), institutionally engaged (valuing school and positive behaviour) and intellectually engaged (effort and quality instruction). While learning from home, over 80% of students indicated they felt supported with the provision of resources and teacher feedback. The survey revealed that there was an increase in student's perseverance levels during 2021 and these levels are consistent with the NSW government norms. Even with an interrupted school year, with learning occurring in school and also at home, it was pleasing to see to that an average of 83% of students feel proud of their school, this is an increase from 77% in 2020.

Teacher satisfaction levels were high across the school in 2021. The areas of strength identified by teachers in the TTFM 'Focus on Learning' Teacher Survey, included staff collaboration, leadership support and parent engagement. All these indicators were well above the NSW government norms. Staff and student wellbeing continue to be a priority at Bronte Public School. Staff feel developed and supported by their leaders, with 95% of staff seeing leaders at the school driving improvement and articulating this vision. Pleasingly all teachers surveyed agreed that Bronte Public School is a welcoming and culturally safe place for all students.

The 2021 TTFM 'Partners in Learning' Parent Survey has seen a slight improvement in the school's two-way communication with parents. The most positive improvement is that parents feel more able and are encouraged to speak with their child's teacher. Over 80% of parents and carers had discussions with their child's teacher more than twice in the year. Parent engagement is also high, even given the impacts of schools being physically unavailable to parents in 2021 due to COVID-19 restrictions. Almost 60% of parents and carers surveyed stated that they were involved with the school in some capacity.

Feedback obtained from online surveys as well as parent, staff and student meetings has identified the need to further embed formative assessment strategies into teaching practices and use this data to provide detailed feedback to students and set high expectations learning goals based on this data. Parents and carers are also interested in understanding this feedback and goals. The data collected needs to be used to regularly evaluate the impact of teaching and learning programs. The TTFM Student Survey also highlighted the need to continue to focus on supporting student's development of their growth mindset to set and face challenging learning goals.

Overall, the community, students and teachers at Bronte Public School feel the school supports learning, student engagement and wellbeing, and promotes a safe and inclusive environment.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.