

2021 Annual Report

Cessnock East Public School



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Introduction

The Annual Report for 2021 is provided to the community of Cessnock East 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

Cessnock East Public School fosters a sense of belonging for students, families and the school community where the cultures of all students are valued with the belief that all students will become successful global citizens.

School context

Cessnock East Public School is situated in the township of Cessnock, in the Hunter Valley. The school has an enrolment of 241 students divided into 11 classes. 34% of students identify as Aboriginal or Torres Strait Islander. The majority of families speak English at home, with only 7% of students using English as an Additional Language/Dialect at home.

The school Family Occupation and Education Index (FOEI) is 172 and ICSEA at 865, shows a socio economic spread with 73% in the lowest quartile and 2% in the highest.

Cessnock East Public School is committed to the philosophy of future focused learning and it is embedded in the quality teaching and learning experiences provided. Future focused learning is integral to our school. A 1-1 iPad scheme, computer lab and laptops throughout the school ensures students have access to, and interact with, a variety of technology. Our school is also actively involved in CASE- Cessnock Academy of STEM Excellence with its partner high school and primary schools.

Extra-curricular opportunities exist in sport, in particular basketball, where the school is represented by two school teams in the local competition.

Cessnock East Public School is a proud member of the Cessnock Community of Great Public Schools (CCGPS). The CCGPS comprises of 15 local schools, and continues to evolve as an important focus on both students and teachers learning through the sharing of resources, ideas, expertise and experiences.

Through our situational analysis, we have identified the need for a continued emphasis on explicit teaching in literacy and numeracy, using formative and summative assessments based on consistent teacher judgement and data analysis to identify where to next in student learning.

Improved communication with parents/carers is necessary to ensure high expectations for student achievement is a shared goal in the school community.

There will be a continued, strong focus on improving student attendance by working with parents/carers to make clear the link between attendance and student achievement.

Aligning wellbeing practices within the school community will be a priority in order to improve the sense of belonging and connectedness post Covid-19.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes for every student in reading and numeracy, all staff will develop the capacity to use accurate data to design explicit and differentiated teaching and learning programs for all students.

Initiatives

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

- Data Evidence Collection and Analysis
- Quality Teacher Practice

Resources allocated to this strategic direction

Early Action for Success (EaFS): \$171,512.97
Socio-economic background: \$468,051.35
Aboriginal background: \$93,767.04
School support allocation (principal support): \$15,556.67
Low level adjustment for disability: \$105,045.75
Professional learning: \$7,357.25
Literacy and numeracy: \$24,632.35
New Arrivals Program: \$5,500.00
English language proficiency: \$2,400.00

Summary of progress

Data Evidence Collection and Analysis:

Strategies put into place such as allocated mentoring time with the IL to improve teacher skills in interpreting and analysing data, were very effective with 100% of staff indicating their confidence levels in the use of data skills improved. The IL indicated data accuracy improved as a result of this which led to more targeted teaching groups being created in the classroom. Timetables continued to be updated by the IL every 5 weeks, in line with the 5 weekly data collection cycle to ensure that teaching support was directed where needed.

Quality Teacher Practice:

Multiple opportunities were created for staff to observe best practice by observing other classroom teachers or executive teachers as part of the PDP process in the school. This will be continued in the same format in 2022. Team teaching opportunities were established for beginning teachers to ensure they were supported in their first years and were exposed to best practice learning situations and this will continue next year. The professional learning focus on mathematics and formative assessment will continue in 2022 as NAPLAN data indicates a need for this to continue.

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
Numeracy: <ul style="list-style-type: none">• At least 35.5% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN (system-negotiated target)	Numeracy: <ul style="list-style-type: none">• 32% of Year 3 and Year 5 students achieved in the top two bands in NAPLAN (system-negotiated target)
Numeracy: <ul style="list-style-type: none">• At least 75% of students completing Year 2 will be working within Additive Strategies 7 element of the Learning Progressions• At least 70% of students in Years 2 to 6 will demonstrate a 0.4 growth	Numeracy: <ul style="list-style-type: none">• At least 75% of students completing Year 2 will be working within Additive Strategies 7 element of the Learning Progressions - not implemented due to time constraints• 61% of students in Years 2 to 6 demonstrated a 0.4 growth (calculated through effect size formula) when comparing start of year to end of year scale scores in the Progressive Achievement Test (PAT) in Numeracy

<p>(calculated through effect size formula) when comparing start of year to end of year scale scores in the Progressive Achievement Test (PAT) in Numeracy</p>	
<p>Reading:</p> <ul style="list-style-type: none"> • At least 44.2% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN (system-negotiated target) 	<p>Reading:</p> <ul style="list-style-type: none"> • 43% of Year 3 and Year 5 students achieved in the top two bands in NAPLAN (system-negotiated target)
<p>Reading:</p> <ul style="list-style-type: none"> • At least 75% of students in Kindergarten through to Year 6 will have achieved within expected level for Understanding Texts in Learning Progressions <p>Kindergarten Level 5</p> <p>Year One Level 5/6</p> <p>Year 2 Level 6</p> <p>Year 3 Level 7/8</p> <p>Year 4 Level 8</p> <p>Year 5 Level 9</p> <p>Year 6 Level 9/10</p>	<p>Reading:</p> <ul style="list-style-type: none"> • At least 75% of students in Kindergarten through to Year 6 will have achieved within expected level for Understanding Texts in Learning Progressions - not implemented due to time constraints
<p>School Excellence Framework:</p> <ul style="list-style-type: none"> • Value add in K-3 continues to show Excelling, Value add in 3-5 improves from Delivering to Sustaining and Growing and Value add in 5-7 improves from Working Towards Delivering to Delivering • Effective classroom practice improves from Sustaining and Growing to Excelling • Data skills and use improves from Sustaining and Growing to Excelling • Assessment improves from Sustaining and Growing to Excelling 	<p>School Excellence Framework:</p> <ul style="list-style-type: none"> • Value add in K-3 continued to show Excelling, Value add in 3-5 did not improve from Delivering to Sustaining and Growing, but stayed at Delivering and Value add in 5-7 did not improve from Working Towards Delivering to Delivering, but stayed at Working Towards Delivering • Effective classroom practice maintained at Sustaining and Growing • Data skills and use maintained at Sustaining and Growing • Assessment maintained at Sustaining and Growing
<p>Aboriginal Students NAPLAN Top 3 Bands Numeracy and Reading:</p> <ul style="list-style-type: none"> • At least 69.3% of students achieve in the top 3 bands in NAPLAN Numeracy • At least 75.5% of students achieve in the top 3 bands in NAPLAN Reading 	<p>Aboriginal Students NAPLAN Top 3 Bands Numeracy and Reading:</p> <ul style="list-style-type: none"> • 50% of students achieved in the top 3 bands in NAPLAN Numeracy • 76% of students achieved in the top 3 bands in NAPLAN Reading
<p>Numeracy</p> <ul style="list-style-type: none"> • At least 32.1% of Year 5 students achieve baseline growth in Numeracy (system-negotiated target) 	<p>Numeracy</p> <ul style="list-style-type: none"> • 61% of Year 5 students achieved baseline growth in Numeracy (system-negotiated target)
<p>Reading</p> <ul style="list-style-type: none"> • At least 66.9% of Year 5 students will achieve baseline growth in Reading (system-negotiated target) 	<p>Reading</p> <ul style="list-style-type: none"> • 60% of Year 5 students achieved baseline growth in Reading (system-negotiated target)

Strategic Direction 2: High Expectations and Attendance

Purpose

Improved attendance and engagement will lead to optimal learning opportunities for students and the school community will work together to build a culture of high expectations where students will aspire, believe and achieve in their potential, now and in the future.

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.

- Attendance Improvement and Monitoring
- Culture of High Expectations

Resources allocated to this strategic direction

Socio-economic background: \$81,326.14

Aboriginal background: \$6,600.00

QTSS release: \$37,286.61

Professional learning: \$6,000.00

Summary of progress

Attendance Improvement and Monitoring:

With only 55% of students achieving 90% or more in their daily attendance rate, attendance improvement and monitoring will continue to be a major focus in 2022. Learning at Home and student absence due to following NSW Health guidelines seriously impacted achievement of the target of 69.1%. Systems and structures put in place will be monitored closely, with attendance data tracked in 5 weekly cycles. Data collected will be used to refine systems as needed.

Culture of High Expectations:

The target of 75% of teachers having high expectations for students in their learning was exceeded with the actual results being 92%. The TTFM survey did not provide data that could be directly correlated to evaluate the goal of 75% of students in Years 4, 5 and 6 being able to identify a career interest for their future. To remedy this, the annual student survey has been amended to specifically ask questions to provide this data. This data will be used to evaluate this goal at the end of the 2022 school year.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Attendance: <ul style="list-style-type: none">• At least 69.1% of students will achieve 90% or more in their daily attendance rate (System-negotiated target)	Attendance: <ul style="list-style-type: none">• Only 55% of students achieved 90% or more in their daily attendance rate (System-negotiated target)
Student High Expectations: <ul style="list-style-type: none">• TTFM survey indicates 75% of students in Years 4, 5 and 6 can identify career interest areas for their future• TTFM survey indicates 75% of students believe that the teachers have high expectations for their learning	Student High Expectations: <ul style="list-style-type: none">• TTFM survey indicates 75% of students in Years 4, 5 and 6 can identify career interest areas for their future - progress measure not measured• TTFM survey indicates 92% of students believed that the teachers have high expectations for their learning
Parent/Carer High Expectations: <ul style="list-style-type: none">• At least 60% of Parents/carers are	Parent/Carer High Expectations: <ul style="list-style-type: none">• At least 60% of Parents/carers are actively engaged in their child's

actively engaged in their child's learning	learning - progress measure implementation delayed in 2021 but will be prioritised in 2022
School Excellence Framework: • High Expectations and Attendance maintains at Sustaining and Growing	School Excellence Framework: • High Expectations and Attendance did maintain at Sustaining and Growing

Strategic Direction 3: Wellbeing

Purpose

At Cessnock East Public School, a well-rounded approach to wellbeing will look at the whole child and ensure they are exposed to wellbeing programs that will enhance their sense of belonging and connectedness and enable them to develop the skills of resilience and persistence.

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.

- Wellbeing Programs and Practice
- Student Voice and Choice

Resources allocated to this strategic direction

Professional learning: \$6,000.00

Location: \$1,668.14

Socio-economic background: \$20,000.00

Aboriginal background: \$38,418.00

QTSS release: \$7,000.00

Summary of progress

Wellbeing Programs and Practice:

With 92% of students having expectations for success in their learning and 84% advocating for the school, the planned approach to student wellbeing had a positive impact in 2021. The TTFM Year 4-6 survey results indicated only 61% of students felt a sense of belonging at school, however, in a school based survey with 208 respondents, 90% of students felt valued by their peers always or most of the time and 92% of students felt valued by their teachers always or most of the time. This difference in results for sense of belonging will be monitored closely in 2022. We will continue to implement the Cessnock East Public School Wellbeing Plan that was created to ensure a consistent and planned approach to wellbeing across the school.

Student Voice and Choice:

Achievement of 95% of students to be eligible for invitation to Celebration Days was beyond set target indicates consistent implementation of It's Your Choice across the school in 2021. Positive, respectful relationships were evident among students and staff and positive student behaviour choices ensured continuity in learning and disruptions due to behaviours in classrooms were minimised. Staff stability in 2022 should ensure continued consistent implementation throughout the year.

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
Wellbeing: <ul style="list-style-type: none">• TTFM survey results indicate 86.1% of students feel a sense of belonging at school, have expectations for success in their learning and advocate for the school	Wellbeing: <ul style="list-style-type: none">• TTFM survey results indicates 61% of students feel a sense of belonging at school, 92% have expectations for success in their learning and 84% advocate for the school
Student Voice and Choice: <ul style="list-style-type: none">• At least 75% of students meet the criteria to be eligible for the "It's Your Choice" Celebration Days each semester (school-based target)	Student Voice and Choice: <ul style="list-style-type: none">• 95% of students met the criteria to be eligible for the "It's Your Choice" Celebration Days each semester (school-based target)

School Excellence Framework: A Planned Approach to Wellbeing will maintain at Sustaining And Growing	School Excellence Framework: A Planned Approach to Wellbeing did maintain at Sustaining And Growing
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$377,649.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cessnock East Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Improved outcomes for all students requiring learning support in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of employing Student Learning Support Officers to support student outcomes in literacy and numeracy.</p>
<p>Literacy and numeracy</p> <p>\$24,632.35</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cessnock East 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"> • Quality Teacher Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • staff training and support in literacy and numeracy • teacher release to engage staff in mentoring sessions with IL to improve literacy and numeracy data skills <p>The allocation of this funding has resulted in: Improved outcomes for students in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of 2021 activities to continue to support student outcomes in literacy and numeracy.</p>
<p>Professional learning</p> <p>\$19,357.25</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 Cessnock East 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"> • Quality Teacher Practice • Culture of High Expectations • Wellbeing Programs and Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning opportunities to improve teacher practice <p>The allocation of this funding has resulted in: Improved teacher practice in understanding student wellbeing, formative assessment and quality teacher practice</p>

Professional learning \$19,357.25	<p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of professional learning opportunities to support staff to deliver improved teaching and learning opportunities for all students</p>
New Arrivals Program \$5,500.00	<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 Cessnock East 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"> • Quality Teacher Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing release time for teacher to work 1-1 with student requiring ESL support <p>The allocation of this funding has resulted in: Improved outcomes for New Arrivals student in the areas of ESL.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will not be accessed in 2022 as the student has made significant progress in his ability to access ESL</p>
Socio-economic background \$569,377.49	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cessnock East Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Evidence Collection and Analysis • Wellbeing Programs and Practice • Student Voice and Choice • Attendance Improvement and Monitoring • Culture of High Expectations • Quality Teacher Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement targeted learning to support identified students with additional needs • employment of additional staff to support IL mentoring program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Improved outcomes for students requiring additional support, improved teaching and learning programs as a result of IL mentoring, and all students being able to access student assistance for any required area of their schooling.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of employing staff to support student learning needs and the employment of staff to provide time for mentoring opportunities for teachers. Student assistance will continue to assist students and families impacted by socio-economic disadvantage.</p>
Aboriginal background	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cessnock East Public School. Funds under</p>

<p>\$138,785.04</p>	<p>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"> • Data Evidence Collection and Analysis • Attendance Improvement and Monitoring • Culture of High Expectations • Wellbeing Programs and Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff - Student Support Officer - to support Aboriginal students • employment of additional staff to monitor and track the attendance of Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Improved outcomes for Aboriginal students in literacy and numeracy and a greater focus on the attendance data for Aboriginal students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of additional staff to monitor attendance of Aboriginal students and provide time for PLPs to be created and shared with families, and employment of SSO to support Aboriginal students will also continue.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cessnock East 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"> • Quality Teacher Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: Improved outcomes for New Arrivals student in all areas of learning</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will not continue in 2023</p>
<p>Low level adjustment for disability</p> <p>\$105,045.75</p>	<p>Low level adjustment for disability equity loading provides support for students at Cessnock East 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"> • Quality Teacher Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a Learning and Support Teacher to work with individual students and in a case management role within the classroom/whole school setting

<p>Low level adjustment for disability</p> <p>\$105,045.75</p>	<p>The allocation of this funding has resulted in: Improved outcomes for students in the areas of learning support</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of learning and support teacher will support student outcomes in learning in 2023</p>
<p>Location</p> <p>\$1,668.14</p>	<p>The location funding allocation is provided to Cessnock East 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"> • Wellbeing Programs and Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions <p>The allocation of this funding has resulted in: Families being subsidised to assist their children to attend excursions</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of this activity for location funding will support students in 2023 to access a variety of learning opportunities</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 Cessnock East Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Evidence Collection and Analysis <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead analysis of student performance data with whole school and stage teams <p>The allocation of this funding has resulted in: Improved outcomes for all students in literacy and numeracy</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of data driven practices to support student outcomes in literacy and numeracy</p>
<p>QTSS release</p> <p>\$44,286.61</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cessnock East 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"> • Culture of High Expectations • Student Voice and Choice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff

<p>QTSS release</p> <p>\$44,286.61</p>	<p>The allocation of this funding has resulted in: Improved staff capacity in understanding where students are at in their learning and how to use classroom behaviour data to identify possible wellbeing areas of focus</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of building staff capacity to improve student outcomes and wellbeing</p>
<p>COVID ILSP</p> <p>\$211,416.25</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 intensive small group tuition for identified students who were working just below benchmark levels in reading <p>The allocation of this funding has resulted in: Improved outcomes for targeted students in literacy and numeracy</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of employment of educators to provide small group tuition</p>
<p>Per capita</p> <p>\$58,670.99</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Cessnock East 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchase of supplies for classrooms, administration and day to day running of the school <p>The allocation of this funding has resulted in: The school being sufficiently stocked and supplied to maintain classroom environments and services to a high quality</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of per capita funds to maintain the school</p>
<p>School support allocation (principal support)</p> <p>\$15,556.67</p>	<p>School support allocation funding is provided to support the principal at Cessnock East Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Evidence Collection and Analysis <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Provide time for IL or supervisors to mentor staff in how to interpret data

<p>School support allocation (principal support)</p> <p>\$15,556.67</p>	<p>and enter data into PLAN2</p> <p>The allocation of this funding has resulted in: Improved outcomes for students in the areas of literacy and numeracy</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of providing time for IL to mentor staff in the areas of data literacy</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	105	123	121	123
Girls	112	126	117	123

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.2	90.2	88.3	91.5
1	90	88.8	88.8	86
2	91.9	89.8	88.7	91
3	90.7	89.7	90.5	89
4	90.7	91.2	88.5	89.5
5	90.9	85	93.1	87
6	86.3	83.3	89.5	88.4
All Years	90.1	88.3	89.6	89
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.52
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.32

*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	237,913
Revenue	3,954,873
Appropriation	3,922,411
Sale of Goods and Services	9,263
Grants and contributions	23,030
Investment income	169
Expenses	-3,870,930
Employee related	-3,489,885
Operating expenses	-381,045
Surplus / deficit for the year	83,943
Closing Balance	321,856

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	377,649
Equity Total	815,608
Equity - Aboriginal	138,785
Equity - Socio-economic	569,377
Equity - Language	2,400
Equity - Disability	105,046
Base Total	1,931,569
Base - Per Capita	58,671
Base - Location	1,668
Base - Other	1,871,230
Other Total	279,517
Grand Total	3,404,344

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

Parents and Carers Satisfaction

Survey results show 100% of parents/carers find the staff approachable and 97% believe their children are supported in their learning. During the Learning at Home period in 2021, over 84% of families felt included in their child's learning, with over 96% feeling communication of Covid-19 information was clear and consistent. Over 81% of parents/carers believe the Seesaw app is a positive way to share their child's learning in the classroom, with 9% disagreeing and 9% choosing not to use the app.

Student Satisfaction

Over 92% of students have conversations with their teachers about the importance of attendance at school. The majority of students -90% - feel valued by their peers at school and over 91% feel valued by their teacher. When asked how do students feel when coming to school, almost 93% felt happy and excited coming to school each day.

Teachers

Data from 2021 highlights 100% of staff continue to enjoy working at Cessnock East Public School. 100% of staff are confident in their ability to deliver the syllabus to the class they are teaching. Over 76% of staff felt the teaching workload was sustainable with approximately 24% of staff feeling that more teacher preparation time was needed. A survey of teacher experience showed:

- 1-5 years experience is 38.5%
- 6-10 years experience is 30.8%
- 10-15 years experience is 15.4%

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.