

2021 Annual Report

Scarborough Public School



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Introduction

The Annual Report for 2021 is provided to the community of Scarborough 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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ANZAC Day 2021

School vision

At Scarborough Public School we embrace a culture of trust, courage and risk taking that sets high expectations for every student to achieve academic, social, physical and emotional success. We value authentic collaboration to develop inclusive, creative and innovative learning opportunities that are responsive to student individuality and need.

We consistently expect our students and teachers to turn up, welcome challenge and be better than the day before. Every single day of teaching and learning at Scarborough Public School matters.

School context

Scarborough Public School is located on the land of the Five Islands Dreaming in the northern suburbs of Wollongong. Our small school has an enrollment of 72 students, across 3 multi-grade classes. As a small school, we keep students at the centre of our decision-making, ensuring that no student gets lost in the crowd.

Our expectations for learning are high for **every** student and reflect the high aspirations and goals of both our community and the students themselves. Learning is supported across the curriculum by a very active and well-informed local community.

Our school celebrates difference within a diverse cohort of students, including an increasing number of neurodiverse learners. Aboriginal students make up less than 5% of our student cohort but the school has a strong focus on developing integrated learning opportunities that celebrate our country's rich Aboriginal history and culture.

We take an inclusive, proactive and strengths-based approach to learning. Our experienced staff are committed to working collaboratively with parents and external providers to ensure every student is known, valued and cared for. Adjustments are planned, documented and delivered by staff to ensure all students can access learning at their level of need.

Extra-curricular opportunities in sport, science and technology, debating, public speaking, academic enrichment and the arts enable our students to build on their strengths and interests through many different and challenging experiences. These opportunities are often delivered in collaboration with our Seacliff Community of Schools and a strong small schools network.

The whole school community, involving students, staff, parents and the NIAECG, was consulted in the development of this Strategic Improvement Plan. Through our situational analysis, we have identified a need to use assessment with greater flexibility and responsiveness as an integral part of daily instruction, ensuring teachers can adapt their practice and meet the learning needs of all students. Further work is required on developing staff understanding of student assessment and data concepts. Teachers need greater confidence in analysing, interpreting and extrapolating data, collaboratively using this information to inform planning, identify interventions and modify teaching practice.

Our analysis of NAPLAN and internal data highlights numeracy as an area of focus, with particular emphasis on developing a strong understanding of the new maths syllabus. A strategic planned approach to wellbeing and inclusion is also a priority, achieved through the development of whole school wellbeing processes that support the wellbeing of all students so they can connect, thrive and learn.

As part of these targeted improvements, student progress will be continually monitored and evaluated against the School Excellence Framework to determine the impact of our changes in practice.

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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student performance and growth in target areas of reading and numeracy through refinement of our curriculum knowledge and teaching practice, along with consistent use of literacy and numeracy assessment *for, as and of 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.

- Assessment for teaching
- Effective Classroom Practice

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$47,089.56

Literacy and numeracy: \$1,332.00

Socio-economic background: \$439.00

Professional learning: \$1,292.00

Summary of progress

To improve teacher understanding of effective classroom practice, teachers completed the *What Works Best Toolkit*, self-reflecting on their own practice through fortnightly collaborative discussion. This led to a demonstrated improvement in teacher knowledge, particularly around assessment, explicit teaching and the need for effective feedback.

Implementation of *Talk4Writing* and *SoundsWrite* strategies in weekly learning and support programs began, with the aim of improving practice in explicit writing instruction for targeted students. Based on writing samples, initial data shows 100% of students participating in this support achieved their writing goals.

Teachers worked with students to establish English, maths and socio-emotional learning goals for each student, with self-reflections shared through semester reports. Self-reflections were delayed due to changed reporting requirements as a result of COVID-19 and distance learning.

In 2022 we will begin the study of best practice in formative assessment, focussing on the establishment of strong learning intentions and success criteria. We will begin the integration of learning and support writing strategies into classrooms through demonstration lessons, along with literacy professional learning through InitialLit. Students will begin the process on reflecting on their learning goals in semester reports. Finally, we will focus on preparing for implementation of the new K-2 English and mathematics curriculum in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Uplift in the percentage of students achieving in the top two bands in NAPLAN numeracy to be above system identified baseline• Uplift in the percentage of students achieving in the top two bands in NAPLAN reading to be above system identified baseline	<ul style="list-style-type: none">• Data indicates that 58.33% of students are achieving in the top 2 bands in numeracy, showing growth from baseline data.• Data indicates that 71.43% of students are achieving in the top 2 bands in reading, showing minimal change from baseline data.
<p>The theme of Summative Assessment is evidenced at Sustaining and Growing within the School Excellence Framework element of Assessment.</p>	<ul style="list-style-type: none">• Self-assessment against the <i>School Excellence Framework</i> shows the school currently performing at Delivering in the theme of Summative Assessment, within the element of Assessment.

<p>The theme of Lesson Planning is evidenced at Sustaining and Growing within the <i>School Excellence Framework</i> element of Effective Classroom Practice.</p>	<ul style="list-style-type: none"> Self-assessment against the <i>School Excellence Framework</i> shows the school currently performing at Delivering in the theme of Lesson Planning, within the element of Effective Classroom Practice.
<p>Baseline data is collected from all teaching staff K-6 and student focus groups on the use of evidence-based reading pedagogies across the school by using <i>K-6 Reading: School Self-Evaluation Tool</i>.</p>	<ul style="list-style-type: none"> Baseline data has been collected on K-6 reading pedagogies using the <i>K-6 Reading: School Self-Evaluation Tool</i>.

Strategic Direction 2: Collaborative practice

Purpose

To improve student performance through the use of data-informed practices within a collaborative planning environment, using collective efficacy to maximise the impact and consistency of teaching.

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.

- Precision in Practice (PiP)

Resources allocated to this strategic direction

Professional learning: \$6,020.52

QTSS release: \$11,548.15

Summary of progress

To improve capacity to learn, teach and lead, teachers have studied the recent work of internationally renowned educational leader. Dr Lyn Sharratt, through her book *Clarity: What matters most in leading, teaching and leading*. Release time was funded for teachers twice a term to facilitate observations and sharing of best practice, during *Precision in Practice (PiP)* sessions. A data wall was collaboratively designed to monitor student progress against the numeracy progressions. Visual data and work samples begin to inform case management meetings for targeted students.

Informed by data, and the research of educational leader Dr Simon Breakspear's *Agile Learning*, teachers undertook professional learning around the planning, delivery and evaluation of his *Teaching Sprints* approach. They used evidence-informed strategies to deliver incremental changes in practice over 4-5 week 'sprints', leading to a bigger impact over time. Two sprints were completed but further work in this area is required to consolidate the process.

While some *Performance in Practice* meetings were held, COVID-19 prevented the ability to continue during semester 2, placing this process on hold until 2022. In the next phase of work we will focus on embedding this practice into every term, revisiting Clarity to strengthen our knowledge, which has been requested by the team. The data wall will be re-designed to focus on a narrower group of students, making it more useable.

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
Baseline data is established by teachers completing the <i>Communities of Practice Self-Assessment Tool</i> and setting individual goals for improvement.	<ul style="list-style-type: none">• Baseline data has been established through the <i>Communities of Practice Self-Assessment Tool</i>.
The themes of Instructional Leadership and High Expectations Culture are evidenced at Sustaining and Growing within the School Excellence Framework element of Educational Leadership.	<ul style="list-style-type: none">• Self-assessment against the <i>School Excellence Framework</i> shows the school currently performing at sustaining and growing in the themes of Instructional Leadership, and High Expectations Culture, within the element of Educational Leadership.
All themes within the <i>School Excellence Framework</i> element of Data Skills and Use are maintained and evidenced at Sustaining and Growing.	<ul style="list-style-type: none">• Self-assessment against the <i>School Excellence Framework</i> shows the school is currently performing at sustaining and growing in all themes within the element of Data Skills and Use.

Strategic Direction 3: Student wellbeing and engagement

Purpose

To improve student wellbeing and engagement in learning through the implementation of inclusive, proactive and research-informed practices.

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.

- Proactive wellbeing and inclusion practices
- Cultural awareness and reconciliation

Resources allocated to this strategic direction

Integration funding support: \$106,084.00

Low level adjustment for disability: \$29,606.74

Aboriginal background: \$1,000.00

Summary of progress

To improve teacher understanding of inclusive practice, teachers engaged in a range of professional learning focussed on student Wellbeing. *The Berry St Education Model* was used as a foundation for implementing trauma-informed strategies across all classrooms. This has resulted in a stronger student voice and sense of wellbeing, as shown in our *Tell Them from Me* data.

Our Learning and Support Teacher undertook training in *Collaborative and Proactive Solutions* (CPS), aimed at identifying and teaching 'lagging' skills that prevent students from being able to self-regulate. This approach has informed our planning for managing student behaviour, examining the triggers and needs of the students as reasons for their dis regulation. As a result of these adjustments, challenging behaviours in complex students reduced substantially throughout the year, with a similar drop in suspensions and length of part-day exemptions. Our new sensory room also played an important role in helping students self-regulate, according to positive student and parent feedback received.

Our Principal attended Connecting to Country cultural awareness training to broaden his knowledge of leading effective Aboriginal education at Scarborough Public School. This professional learning has led to the development of staff and student Acknowledgements of Country and their consistent implementation across all school meetings and events.

In 2022, we will continue our work in trauma-informed practice, providing training for all staff, alongside implementation of Berry St Education Model strategies and MAPA training to de-escale challenging situations. We will review and refine our Acknowledgements of Country now that collaboration with local Elders is possible, making them more contextual and nuanced. A review of the AbSAT data shows a need to focus on greater community engagement, which will also inform our focus for next 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
<i>Tell Them from Me</i> wellbeing survey data (Expectations for success and student sense of belonging) shows an uplift to be above system identified baseline.	<ul style="list-style-type: none">• Data indicates that 89.39% of students indicate a positive sense of wellbeing, demonstrating successful achievement of the upper bound target for 2022.
Uplift in the percentage of students attending school greater than 90% of the time is above system identified baseline.	<ul style="list-style-type: none">• The number of students attending school 90% of the time or more has increased.
Baseline data is collected using the	<ul style="list-style-type: none">• Baseline data has been collected using the School Wellbeing Check tool

<p><i>School Wellbeing Check</i> (aligned to the <i>Australian School Wellbeing Framework</i>) to determine future actions in 2022.</p>	<p>and will inform future priorities.</p>
<p>The theme of Behaviour is evidenced at Sustaining and Growing within the School Excellence Framework element of Wellbeing.</p>	<ul style="list-style-type: none"> Self-assessment against the <i>School Excellence Framework</i> shows the school currently performing at Delivering in the theme of Behaviour, within the element of Wellbeing.
<p>Baseline data is collected using the Aboriginal Education School Self-Assessment Tool (AbSAT), covering 6 areas - School Plan; School Leadership; Community Engagement; Student Learning; Connecting to Country and Goal Setting. This data will inform future steps.</p>	<ul style="list-style-type: none"> Baseline data has been collected using the AbSAT and will inform future priorities.

Funding sources	Impact achieved this year
Integration funding support \$106,084.00	<p>Integration funding support (IFS) allocations support eligible students at Scarborough 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"> • Proactive wellbeing and inclusion practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release for targeted professional learning around autism and sensory needs <p>The allocation of this funding has resulted in:</p> <p>successful integration of students with complex needs in mainstream classrooms, with all students achieving the PLSP goals; positive parent feedback regarding quality of adjustments used and support provided. This is reinforced by feedback from AP learning and Support and Learning and Wellbeing Advisor; increase in consistent use of Occupational Therapist and Psychologist-recommended approaches in each classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>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; continued collaboration with allied health professionals.</p>
Socio-economic background \$1,892.08	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Scarborough 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"> • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • delivery of research-informed maths professional learning • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>a continued upward trend in numeracy results towards the upper bound target.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>the completion of this training after delays caused by COVID-19 with the goal of achieving greater consistency in implementation of maths teaching strategies; provision of further professional learning around new K-2 maths syllabus.</p>
Aboriginal background \$1,595.71	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Scarborough Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

Aboriginal background \$1,595.71	<p>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"> • Cultural awareness and reconciliation • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • delivery of professional learning to support the development of cultural competency <p>The allocation of this funding has resulted in: greater understanding of appropriate Aboriginal cultural practices such as Welcome/Acknowledgement of Country; use of the Aboriginal Self-Assessment Tool (AbSAT) to evaluate Scarborough PS practices; stronger connection with community through relationship building.</p> <p>After evaluation, the next steps to support our students with this funding will be: ensuring all staff complete Connecting to Country training across the 4 year planning cycle; reviewing the AbSAT feedback to identify areas of need; collaborative writing of contextual student Acknowledgments of Country with local Elders.</p>
Professional learning \$7,312.52	<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 Scarborough 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"> • Precision in Practice (PiP) • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • establishing Performance in Practice (PiP) job-embedded time (weeks 5 and 10 each term) • undertake ongoing observations of teaching practice, aligned to school priorities • establishing a data wall to inform conversations around student progress • developing a case management approach to put faces on the data, informed by professional book study • implementation of the MathsBurst research program to support students in the development of spatial reasoning and maths problem solving. <p>The allocation of this funding has resulted in: greater collective responsibility of staff for the results of all students; a developing understanding of the fundamentals of collaborative practice. This activity was not completed due to distance learning in semester 2 and has yet to be fully implemented.</p> <p>After evaluation, the next steps to support our students with this funding will be: to revisit our book study and refresh learning from 2021, focussing on case management protocols; redesign of a numeracy data wall that better meets the needs of our small cohort; embedding this approach in our practice.</p>
Literacy and numeracy \$1,332.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Scarborough Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students</p>

Literacy and numeracy \$1,332.00	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher release to engage staff in maths professional learning <p>The allocation of this funding has resulted in: a continued upward trend in numeracy results towards the upper bound target; increased teacher confidence in the implementation of maths instruction.</p> <p>After evaluation, the next steps to support our students with this funding will be: the completion of this training after delays caused by COVID-19, with the goal of achieving greater consistency in implementation of maths teaching strategies; provision of further professional learning around new K-2 maths syllabus.</p>
QTSS release \$11,548.15	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Scarborough 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"> • Precision in Practice (PiP) <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • establishing Performance in Practice (PiP) job-embedded time (weeks 5 and 10 each term) • undertake ongoing observations of teaching practice, aligned to school priorities • establishing a data wall to inform conversations around student progress • developing a case management approach to put faces on the data, informed by professional book study • implementation of the MathsBurst research program to support students in the development of spatial reasoning and maths problem solving <p>The allocation of this funding has resulted in: greater collective responsibility of staff for the results of all students; a developing understanding of the fundamentals of collaborative practice. This activity was not completed due to distance learning in semester 2 and has yet to be fully implemented.</p> <p>After evaluation, the next steps to support our students with this funding will be: to revisit our book study and refresh learning from 2021, focussing on case management protocols; redesign of a numeracy data wall that better meets the needs of our small cohort; embedding this approach in our practice.</p>
Literacy and numeracy intervention \$47,089.56	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Scarborough Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan

<p>Literacy and numeracy intervention \$47,089.56</p>	<ul style="list-style-type: none"> implementation of research-informed strategies Talk4Writing and SoundsWrite in small groups to improve writing outcomes <p>The allocation of this funding has resulted in: differentiated teaching of writing for identified students performing below the expected level for their stage; upwards trend in year 3 students to above statistically similar schools (SSSG), with an average score of 480 in NAPLAN.</p> <p>After evaluation, the next steps to support our students with this funding will be: to focus on achieving greater growth between years 3 and 5, moving our students above SSSG schools in year 5; implementation of Talk4Writing and SoundsWrite strategies across all classrooms; observations of best practice in writing instruction.</p>
<p>COVID ILSP \$11,212.00</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 an educator to deliver small group and individual tuition releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals in numeracy, as captured in PLAN2.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition; using data sources and teacher feedback to identify specific student need; the systematic review of targeted student progress at Learning and Support Meetings and at Performance in Practice Case Meetings.</p>
<p>Low level adjustment for disability \$29,606.74</p>	<p>Low level adjustment for disability equity loading provides support for students at Scarborough 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"> Proactive wellbeing and inclusion practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities, resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: successful integration of students with complex needs in mainstream classrooms, with all students achieving their PLSP goals; positive parent feedback regarding quality of adjustments used and support provided. This is reinforced by feedback from AP learning and Support and Learning and Wellbeing Advisor; increase in consistent use of Occupational Therapist and Psychologist-recommended approaches in each classroom.</p>

Low level adjustment for disability \$29,606.74	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to formally incorporate low-level adjustment for disability 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; continued collaboration with allied health professionals.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	34	34	34	35
Girls	34	28	29	30

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.8	93.6	90.8	90.6
1	94.3	79.1	91.5	93.5
2	91.9	89.3	92.3	95.1
3	94.6	87.2	92.2	92.7
4	93.8	94.3	89.7	93.8
5	95	87.3	93.3	92.3
6	92.9	94.1	93	95.5
All Years	94	89.8	92	93.1
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.



Art Literacy Program

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.4
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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.



Kitchen Garden Program

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	-28,951
Revenue	971,924
Appropriation	927,080
Sale of Goods and Services	599
Grants and contributions	44,131
Investment income	14
Other revenue	100
Expenses	-930,606
Employee related	-854,148
Operating expenses	-76,458
Surplus / deficit for the year	41,318
Closing Balance	12,367

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.

In 2021, we worked closely with Schools Planning, Budgeting and Reporting Field Services team to bring our budget back into the black following a \$28,951 deficit. Through careful management of operational expenditure, we ended 2021 with a positive balance of \$12,367.

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	101,851
Equity Total	33,095
Equity - Aboriginal	1,596
Equity - Socio-economic	1,892
Equity - Language	0
Equity - Disability	29,607
Base Total	676,618
Base - Per Capita	15,531
Base - Location	0
Base - Other	661,088
Other Total	76,217
Grand Total	887,781

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.



2021 Small Schools Swimming Carnival

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.



Seacliff Community of Schools Leaders Program

Parent/caregiver, student, teacher satisfaction

Student satisfaction

Given the challenges of 2021, some students reported being impacted by distance learning and this is reflected in some downward trends in student wellbeing over the whole year. However, we are still performing above state average in many areas, with some significant improvements in term 4 as students returned to learning onsite.

Key responses:

- Positives relationships - 88% (-8%), compared to state average 85%
- Sense of belonging - 80% (-9%), compared to state average 81%
- Positive behaviour at school - 96% (+5%), compared to state average 83%
- Effort - 76% (-20%), compared to state average 88%
- Explicit teaching practices and feedback - 7.9/10 (-0.2), compared to state average 7.5
- Effective learning time - 8.5/10 (-0.3), compared to state average 8.2
- Expectations for success - 7.8 (-1.0), compared to state average 8.7

As part of our 2021-24 Strategic Improvement Plan we are committed to improving student wellbeing and engagement through a range of evidence-informed practices.

Parent Satisfaction

Parent satisfaction is high following distance learning, with feedback indicating that our school catered well for students and was very responsive to their needs. This is supported by the *Tell Them from Me* parent survey (24 respondents), where we continue to perform well above the state average in all areas.

Particular strengths include:

- Parents feel welcome - 8.3/10 (state average 7.4)
- Parents are informed - 7.8/10 (state average 6.6)
- Inclusive school - 8.2/10 (state average 6.7)
- Safety at school - 8.1/10 (state average 7.4)

Areas of improvement for 2022 are:

- Parents support learning at home - 6.7/10 (state average 6.3)
- School supports learning - 7.6/10 (state average 7.3)

Teacher satisfaction

A teacher check-in survey is completed each term, which provides a reliable picture of teacher satisfaction.

Key responses:

- Teachers are reporting higher levels of fatigue due to increased workload from distance learning
- Teachers are still highly motivated and report high job satisfaction
- Teachers reported increased levels of care from colleagues, which contributed to improved wellbeing overall

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.

Aboriginal Education - School statement

Scarborough Public School is committed to working closely with the community through partnership with the Northern Illawarra Aboriginal Educational Consultative Group (NIAECG) with high staff participation at monthly meetings. We have prioritised strong engagement with Aboriginal culture and history through Strategic Direction 3 of our Strategic Improvement Plan, with a focus on the creation of a Reconciliation Action Plan and more culturally inclusive practice. In term 2 we undertook a cultural excursion to Jibbon Beach in Bundeena to find out more about local Aboriginal culture and the local middens. Due to COVID-19, a number of projects planned for 2021 have been postponed to 2022.

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.



Jibbon Beach excursion