

2021 Annual Report

Unanderra Public School



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Introduction

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

Unanderra Public School

Derribong Drive

Cordeaux Heights, 2526

<https://unanderra-p.schools.nsw.gov.au>

unanderra-p.school@det.nsw.edu.au

4272 8730

Message from the principal

My thanks are extended to the Unanderra Public School students, staff and whole school community for their support, encouragement and patience in what has certainly been a challenging but productive year. The end of the 2021 saw us farewell the year 6 students and reminisce on the year that was. Our kindergarten children completed their first year of formal learning in a very different way to most other years and our families managed home learning with resilience and perseverance. The teachers and staff are very appreciative to the families and broader school community of Unanderra Public School and look forward to a less complex year ahead.

As the year concludes it is important to acknowledge and thank all of the staff at Unanderra P.S for their incredible hard work and dedication to public education. As such my principal's speech to the outgoing year six 2021 has been shared.

Good morning, everyone,

I wish to acknowledge the land on which we gather here today as Aboriginal land. I wish to pay my respects to Aboriginal people past, present and emerging and of course those with us here today.

Today we celebrate and acknowledge a significant milestone in the lives of all these wonderful children. After seven years of primary school these young people will begin their journey into adulthood by starting high school in 2022. This means developing skills that foster a higher level of independence, taking on new challenges and solving more complex problems as they navigate their way through high school and beyond.

Throughout the past two years I have had the privilege to get to know you all and have been most impressed with your perseverance, resilience and strong sense of loyalty to one another, to your school community and to your families.

Becoming educated is a lifelong process and as we all know it can be hard and frustrating at times, but it can also be incredibly exciting and enriching.

I acknowledge that the past two years of day-to-day school life has certainly been significantly interrupted for you all, however your resilience, determination and positive outlook during the pandemic has been remarkable and is a credit to you each of you.

You have all embraced the responsibilities of stage 3 with maturity and pride which will place you all well in your start into year 7 and into the future.

Your friendships with one another, the commitment to learning and the memories you have will be great reminders of what you have achieved and what you have the potential to achieve in the many exciting years ahead of formal learning you have ahead.

Education and learning are one of the most important ingredients to becoming all that you can be. How open you are to learning will help to determine your path in life. Remember that education does not just happen at school, and it is not just about learning each subject. Your education and learning are happening all the time and learning happens any time your mind is open to listening. I am sure that I am not the first to have said to you that education is not just about learning facts, but more so about learning how to think. It is learning to make good choices and is about learning to act with purpose. Becoming educated is a lifelong process. It can be hard and frustrating at times, but it can also be incredibly exciting and enriching. This has been no more evident than over the past two years for you all and I am confident that these new-found skills will set you up for both the successes and challenges that you will face in the years to come.

It has been such a delight to get to know you all and an honour to witness your growth in learning and maturity in the time I have been here. I have appreciated the constructive feedback from the leadership team and thoroughly enjoyed the conversations I have had with many of you on a day to day basis. You are all truly an amazing and wonderful group of year 6 students who I have been most fortunate to meet and learn from. I wish you all the very best life has to offer you and strongly encourage you to always be kind and respectful to yourself, strive hard for what you know is right, always ask questions and listen so you can learn! My thanks are extended to your wonderful families and amazing teachers who have worked so hard to support you all each day and who I know are immensely proud of each you.

Once again congratulations to you all year 6 and wish you all the very best for the exciting futures you have ahead and I look forward to hearing of your achievements and successes.

Thank you!

Anissa Rajendra

Message from the school community

Thank you to my wonderful executive team for supporting me during this challenging past year. Thank you to Anissa and her fantastic staff for supporting our students and families during this difficult time and thank you to all our members and helpers. During the year several planned fundraising activities were cancelled due to Covid-19 restrictions and others went ahead in a modified form. Some of our planned expenditure did not proceed. I hope the new executive team experiences less challenges in the year ahead.

P&C President 2021

Message from the students

Being a student at Unanderra Public School has been an incredible experience. In kindergarten, we were welcomed with open arms, friendly teachers and a kind school community. We soon learnt that excursions and incursions were a great opportunity to learn and bond with our peers. In stage 2, we went on a bushwalk along Killalea Beach. While we were there to learn about wetlands, an added bonus was running and rolling down a steep hill with all of our friends. Just like in year 5, when we had a night under the stars to look at the planets through a telescope but the best bit was playing survivor tag in the dark with only glow sticks to help us see. Our sports days were times to celebrate our sporting achievements, to build sportsmanship skills and an opportunity to work as a team. Next came being a leader, this was an incredible experience as it helps students grow into better people inside the school grounds and out in the wider community. Being at Unanderra Public School was a great experience and I have been incredibly lucky to be a part of it.

We would not have had the wonderful educational opportunities that we have had, without our amazing teachers. We know that you stay up late at night and give up time with your families on the weekend, to ensure you are here to support us, even when we think we don't need it. For this, we would like to say thank you. We appreciate that our teachers come to school everyday and make learning fun. The education you have given us has set us up for life. To our stage 3 teachers, Ms Denham, Mr Lloyd, Mrs Abel, Mrs McCabe and Miss Scruby, our principal Mrs Rajendra and all of the teachers that we have had over the years. Thank you, for providing us with a wonderful education, from Year 6, 2021.

I arrived at Unanderra Public School with just my pre-school friends. I soon learnt that making friends in kindy was easy. All you had to do was walk up and say "Hi can you be my friend" and instantly you had someone to play with. Over the years we have played boys and girls tip, traded pokemon, battled on the basketball court and jumped rope together to name a few. Unanderra Public School taught me that friends are the ones that stick by you and give you advice when you need it. I leave here with some amazing friends, who I hope will be in my life forever. Friends are the ones that help you through the years.

By Jaydyn, Joshua, Milica and Indiana -Year 6 2021

School vision

The Unanderra vision is embedded within the schools motto '*Strive to Achieve*'. This shared vision celebrates the individuality of each child and highlights the positive partnerships between the staff, students and school community. The school aspires for all students to aim to achieve beyond their potential and empower them as lifelong learners by providing rich and diverse opportunities within a harmonious community. Inspired by respectful relationships, positive student wellbeing and supportive leadership, students are actively encouraged to be proud of their uniqueness and uphold the values of being *Safe, Respectful and Responsible* learners,

School context

Unanderra Public School is a medium sized school situated in the suburb of Cordeaux Heights. Whilst changing sites in 1999, it has a long and proud history stretching back over 140 years. Enrollments have remained steady over the past few years with a current enrollment of 377 students. At present, the school has 17 classes, with 2 classes being self-funded by the school. The student population is made up of 7% of students identifying as Aboriginal and 21% coming from a Language Background Other than English. Students come from a variety of socio-economic backgrounds. In 2020, the school had a Family Occupation and Education (FOE) index of 94.

Unanderra Public School is a Positive Behaviour for Learning environment and has a strong focus on student well-being, guiding and supporting students to interact in a safe, respectful and responsible manner. High expectations of students, community and staff ensure we remain focused on our core business- the successful attainment of student learning outcomes. Our strong culture of excellence is reflected in our school motto - "*Strive to Achieve*".

A dedicated teaching staff provide a variety of engaging learning experiences that are differentiated and future-focused to meet the specific needs of the whole child. Literacy and numeracy form the basis for challenging and relevant classroom learning. Students, staff and the school community recognise that student wellbeing and engagement are important conditions for learning.

Unanderra Public School is actively supported by a strong Parents and Citizens Association and involved community members. Parents are encouraged to participate within the school and assist where possible and continuously strives to engage with family members

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to drive student growth and performance in literacy and numeracy we will establish a culture strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community so that students are knowledgeable, confident and engaged learners.

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.

- Literacy and Numeracy
- Assessment and Data Use

Resources allocated to this strategic direction

Professional learning: \$6,250.00

Beginning teacher support: \$1,000.00

Literacy and numeracy: \$12,745.43

Literacy and numeracy intervention: \$58,861.95

Low level adjustment for disability: \$123,329.80

QTSS release: \$70,073.75

English language proficiency: \$0.00

Summary of progress

Our focus for 2021 was on ensuring a consistent approach in teaching writing across K-6. School teams were guided through the process of the components of writing and quality teaching practices were identified to support student growth in writing. A whole school scope and sequence for writing was collaboratively developed along with exemplars of quality pieces of writing for each stage and text purpose. Professional dialogue around the use of block planners and blanks to scaffold writing was drawn from the evidence-base to ensure student learning was at the forefront of all practices and these practices were targeted at student need.

Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support across most classrooms, in the form of coaching and mentoring has been provided for staff at their point of need, however further support for beginning teachers is required. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders. Formative Assessment has been introduced through a series of planned professional learning sessions through semester 2 of 2021. Teachers were allocated time to share criteria for assessment with colleagues and students are informed of the criteria and expectations.

Professional dialogue on Formative assessment strategies drawn from the Dylan Wiliam's professional learning package was a focus in all stages to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Developing teacher capacity to use consistent practices for assessment to monitor, plan and report on student learning across the curriculum. Student learning outcomes have been tracked through the collection and analysis of assessment data and will continue to a focus in 2022+

Next year in this initiative we will work with staff to establish a process to provide staff with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation. This will support further improvement in teaching practice across the school.

Executive teachers have and continue to support class teachers to ensure that provision for professional learning related to evidence-based teaching. Teaching and learning programs across the school now show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. Teachers are collecting and using assessment data including NAPLAN, Check in assessments, the Phonics Screener, Phonological assessments, PAT and SCOUT to monitor achievement and identify gaps in learning to inform planning for particular student groups and individual students.

Next year in this initiative we will work with staff to establish a process to provide teachers with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation. This will support further improvement in teaching practice across the school, including improved formative and summative assessment

strategies. Teachers will continue to work collaboratively supported by the newly established Assistant Principal Curriculum and Instruction position to engage with the newly released Reading Guides K-2 and 3-8.

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
Increasing the percentage of students achieving in the top two bands in reading exceeds baseline data trending positively towards lower bound target.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 46.60% exceeding the lower bound system negotiated target.
Increasing the percentage of students achieving in the top two bands in numeracy and exceeding baseline data trending positively towards lower bound target.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy is 32.35% showing progress towards the lower bound system negotiated target.
Increasing the percentage of students achieving expected growth in reading and exceeding baseline data trending positively towards the lower bound system negotiated target of 62.30%	The percentage of students achieving expected growth in Reading increased to 57.89% indicating progress yet to be seen toward the lower bound system negotiated target.
Increasing the percentage of students achieving expected growth in numeracy and exceeding the baseline data trending positively towards the lower bound system negotiated target of 61%	The percentage of students achieving expected growth in Numeracy decreased to 31.58% indicating progress yet to be seen toward the lower bound system negotiated target.
Self-assessment against the School Excellence Framework in the element of Effective Classroom Practice will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Effective Classroom Practice shows the school currently performing at Delivering.
Self-assessment against the School Excellence Framework in the element of Data Skills and Use will be maintained at Delivering.	Self-assessment against the School Excellence Framework in the element of Data Skills and Use shows the school currently performing at Delivering.
Self-assessment against the School Excellence Framework in the element of Assessment will be maintained at Delivering.	Self-assessment against the School Excellence Framework in the element of Assessment shows the school currently performing at Delivering.
Increase the percentage of Aboriginal student achievement in Year 3 and 5 in Reading and Numeracy to be trending toward the State average.	The percentage of Aboriginal student achievement in Year 3 in Reading and Numeracy is 44% and 33% respectively indicating progress above the State average. However, Year 5 Reading data indicates a decrease in achievement in the top two bands. Year 5 Numeracy achievement is 25% and indicates progress above the State average

Strategic Direction 2: Wellbeing, Inclusion and belonging

Purpose

In order to maximise each individual sense of wellbeing, inclusion and belonging we will shape a school community centred around student choice, leadership and social and emotional learning. This will establish a culture focused on positive relationships that support and enhance all the domains of wellbeing.

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.

- Positive School Culture
- Wellbeing Processes

Resources allocated to this strategic direction

Low level adjustment for disability: \$46,740.33

English language proficiency: \$27,840.08

Professional learning: \$2,500.00

Summary of progress

During 2021, staff were provided with ongoing support to implement 'Learning from Home' efficiently and effectively. Students were tracked daily and data was continuously documented to provide timely support and intervention where possible. Well-being trackers were created and used daily by teachers K-6 and individual learning programs were adjusted weekly to provide targeted student support. Zoom and Seesaw teaching and learning sessions were developed and delivered for students requiring additional adjustments (accelerated and remedial) and families were also provided remote support to assist their children during home learning. Teachers were making regular phone calls and often daily well-being calls- so as to ensure provisions were in place to support families and students at risk.

Attendance monitoring processes were revised and implemented as a matter of priority to ensure students were engaged with the school as meaningfully as possible. Hard copy learning packs including resources for students and families were provided and delivered to family/student homes which assisted in maintaining connections with students and families at risk of disengaging.

Staff well-being supports were put in place by the executive team and the principal which involved frequent connections via zoom and phone calls.

Timely and targeted programs to support students at different points of need were implemented. The 'Flo- Girls' program was delivered to Year 6 students and an parent/carer session was also presented. Additionally initiatives implemented throughout the year include; Peaceful Kids programs and Bounce Back. All teachers were introduced to 'Zones of Regulation' which is now embedded in day to day teaching and integrated units of work based on well-being and self-regulation have been developed.

Our school embeds the NSW Department of Education framework of Positive Behaviour for Learning. The PBL team revisited the policy and procedures based on our school values and these were reintroduced to all staff and students to refer to. We continued with our fortnightly whole school 'focus' based on the analysis of well-being data via the PBL team. Our school continued to monitor student wellbeing through the collection of rich data and analysis (Sentral). Well-being data is analysed via the schools Learning and Support Team (this now includes the analysis attendance and the well-being tracker). Through an informal review, our school has identified that the current procedures within our PBL Framework are not always aligned with PBL practices and that we may not be meeting the needs of our current students and newly employed staff; this will be of focus in 2022+.

Due to the COVID-19 pandemic, our schools ability to authentically engage with our community was dramatically affected. We were able to operate our school Breakfast Club early in 2021, which involved our local community, but this unfortunately ceased in Semester 2. As a result of the COVID-19 stay-at-home orders, school staff modified the way/s in which we engaged with our parental community; we have utilised tools such as the Parent Portal on Sentral, Classroom SeeSaw App and School Facebook page. Our school initiated a 'Kindy 2022' SeeSaw app as we prepared for no Orientation 2021/22; parents enthusiastically engaged with this resource (90% of new families have engaged with this tool).

Where to Next? In 2022+, our school will continue with our 2nd Strategic Direction, Wellbeing, Inclusion and Belonging. Our new initiatives within this Strategic Direction will be; 1. Positive Behaviour for Success A revised, collaboratively

agreed whole-school approach to the management of all behaviours (positive & negative) will be embedded, creating a preventative, positive learning environment for all students to succeed. 2. Wellbeing Process Our whole school learning & support practices will be clear, specific and targeted giving staff and students every opportunity to connect, succeed and thrive in every classroom. The school will implement initiatives and practices that build greater support interventions at all levels, for all students (and their families).

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
Percentage of students reporting positive well being positively increases towards the lower bound target.	Tell Them From Me data shows 78.07% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging).
Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing and engagement.	Three staff members successfully completed professional learning from the Berry Street Education Model (BSEM). Whole school PBL procedures are currently being reviewed and modified in line with the BSEM and the current school context.
Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.	The number of students attending school greater than 90% or more of the time is 75.20%.

Strategic Direction 3: Quality Systems and Practices

Purpose

In order to establish a self-sustaining and self-improving highperformance culture, we will develop quality systems and explicit processes so that teacher practice is enhanced and supported. This will result in a clear focus on student progress and achievement, reflective of the overarching strategic vision of the school community.

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.

- Systems and Processes
- Curriculum Provision

Resources allocated to this strategic direction

Professional learning: \$14,500.00

School support allocation (principal support): \$21,501.02

Per capita: \$91,457.70

Beginning teacher support: \$2,000.00

Summary of progress

One of our main areas of focus for 2021 was to identify current whole school customs, systems and practices and prioritise the creation of processes that impact on teacher performance and student achievement. One of the first steps in this process was to compile a list of areas that were a priority to evaluate and up date. Surveys along with community, staff and student consultation indicated that explicit whole school processes needed to be developed and implemented. Documents such as the 'Procedure Develop and management' now outlines the steps required for all staff to develop, implement and manage school procedures. Additionally, steps to manage a procedure have been developed and the "UPS Procedure Review Process" has been designed which includes the 'Yearly Procedures Review Checklist' for all staff to complete.

There were a number of competing priorities that affected our school's ability to deliver our planned, quality professional learning; these include the COVID-19 pandemic and an inability to cover teachers due to ongoing staffing shortages. During stay-at-home orders, all staff engaged in professional learning to support their Performance Development Plan goals and whole school focus'. We continued to allocate funds to enhance our school's technology resources, including the purchasing of additional laptops and laptop trolleys for each stage / building level across our school.

The second area of focus was the introduction of the NSW Curriculum Reform. Staff have been updated on the timeline for the new syllabus implementation, requirements and any self-paced professional learning available in line with the information released by NESA throughout the year. Teachers entered responses to the executive leader who then collated this feedback and submitted a collective school response which meant at least 33% of staff had input.

The NSW Curriculum Reform training modules will be implemented for all teaching staff in 2022 and this professional learning will be facilitated by the Assistant Principal Curriculum and Instruction together with the executive team. Teachers will familiarise themselves with the new syllabus through engaging in professional learning and collegial discussions to build capacity and understanding. Teacher professional learning and planning days will factor in time to develop units of work that align with syllabus outcomes and reporting and assessment.

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
Self-assessment against the School Excellence Framework in the element of Management Practices and Processes will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Management Practices and Processes shows the school currently performing at Sustaining and Growing.

<p>100% of staff are aware of the draft syllabus documents for the relevant KLAs (currently English and Mathematics). 30% of staff will submit feedback through NESA on the draft documents.</p>	<p>100% of staff have knowledge of and/or engaged in providing feedback on the draft K-2 English and Mathematics syllabus documents. 30% of staff contributed to the joint submission of one feedback submission during the 'Have Your Say' process.</p>
<p>The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning</p>	<p>All mandatory syllabus documents are being implemented across K-6 and all Key Learning Areas and current reporting processes adhere to the relevant department and school policies.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$70,365.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Unanderra 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 • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to 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>\$110,401.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Unanderra 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy and numeracy programs to support identified students with additional needs • supplementation of extra-curricular activities • professional development of staff through to support literacy numeracy program implementation and student learning <p>The allocation of this funding has resulted in: leaders supporting and mentoring teachers in effective research-based strategies to support student learning across the school. The introduction of a Learning and Wellbeing Coordinator through the provision of above establishment Assistant Principal relief contributed to a harmonious and effective learning environment that supports the individual social, emotional and learning needs of each student, as well as up-skilling teaching and non-teaching staff to develop their understanding of positive behaviour strategies to engage all students, recognising individual needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: professional learning directly applied to the classroom to address and improve teacher practice and student outcomes in literacy and numeracy. Further work in the the development of positive student engagement and wellbeing strategies will be supported through a continuation of the Learning and Wellbeing Coordinator role.</p>

<p>Aboriginal background</p> <p>\$32,688.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Unanderra Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <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 (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in:</p> <p>Aboriginal partnerships being collaborative, inclusive and supportive for Aboriginal students with evaluation and refinement of intervention strategies undertaken to ensure they were sustainable and showed improvement in student achievement.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>further evaluation of the effectiveness of support for Aboriginal students using the resource Turning Policy into Action and targeted literacy and numeracy support for Aboriginal students with the development of individualised learning goals that set high aspirations for students, with ongoing review.</p>
<p>English language proficiency</p> <p>\$27,840.08</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Unanderra 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"> • Literacy and Numeracy • Positive School Culture <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 delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group and individual support <p>The allocation of this funding has resulted in:</p> <p>EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples and student progress showing high growth on the EAL/D learning progressions, with students achieving expected or above expected growth.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to capitalise on teacher confidence and their capacity to design integrated units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Unanderra Public</p>

<p>\$12,745.43</p>	<p>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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: programs relevant to student needs, explicitly building deep levels of thinking and application. Teachers collaboratively planned evidence-based teaching practices, providing explicit, challenging, differentiated and authentic learning experiences with a strong foundation in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: teachers regularly reviewing and refining learning programs following implementation and in line with new curriculum changes.</p>
<p>QTSS release</p> <p>\$70,073.75</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Unanderra 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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice with teachers embedding evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: ensuring the leadership team lead improvement in areas where teachers require further support, including beginning teachers, such as literacy or numeracy. Teachers will be supported to trial innovative or evidence based, future-focused practices.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Unanderra 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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices

<p>Literacy and numeracy intervention</p> <p>\$58,861.95</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>The allocation of this funding has resulted in: differentiated teaching with targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued support for implementation of the new K-2 curriculum changes as well as intensive small group literacy and numeracy intervention programs.</p>
<p>COVID ILSP</p> <p>\$147,991.38</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in: Learning and Support teachers were aligned to a specific stage of students across the school. Programs were developed based on student data that included assessment results from PAT and NAPLAN and Check in assessments for stage 2 and 3. Learning a Support teams met fortnightly to follow up targeted students and input gathered from class teachers was ongoing so that necessary modifications could be implemented in a timely manner. L&S teachers also attended stage meetings to provide feedback and recommendations to support students to reach learning intentions. Learning and support teachers conducted mini lessons to focus on specific literacy and numeracy skills. Students were tracked and their progress was reviewed every five weeks. This information was regularly disseminated to both class teachers and parents/carers to provide support and plan for future teaching and learning goals to fill in learning gaps.</p> <p>After evaluation, the next steps to support our students with this funding will be: PLAN 2 data will continue to be collected and used to inform specific teaching and learning strategies and targets for identified students. L&S teachers will attend professional learning to support the implementation of literacy and numeracy across K-6 for targeted students. Using a triangulated model of assessments to understand the individual needs of students, groups will be formed and implementation of mini lessons will be three times per week. Due to the specific nature of the lessons student groups will be withdrawn at appropriate times throughout the day/week. L&S teachers will provide feedback and input data into PLAN 2 and students will be maintained on the program to ensure progress is made. Mini- Lit assessments have also been done on students identified as experiencing significant literacy challenges. Parents are consulted and these students are also discussed and referred to the Learning and Support team. Additionally students falling well below grade expectation will immediately be referred and individual learning programs will be developed.</p>
<p>Low level adjustment for disability</p> <p>\$170,070.13</p>	<p>Low level adjustment for disability equity loading provides support for students at Unanderra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

Low level adjustment for disability

\$170,070.13

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Literacy and Numeracy
- Positive School Culture

Overview of activities partially or fully funded with this equity loading include:

- providing support for targeted students within the classroom through the employment of School Learning and Support Officers
- employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs

The allocation of this funding has resulted in:

the formation of an additional above establishment class to further support individual student needs and support whole school programs. The school achieved a more consistent approach to student learning support and interventions with collaborative learning support activities and structured programs to enable learning that was personalised for individual students, student cohorts and groups of students to engage with the curriculum at their point of need.

After evaluation, the next steps to support our students with this funding will be:

continue with the current class structure and provision for an additional above establishment class. The school will ensure evidence-based, high impact teaching and learning strategies are consistently implemented with targeted and strategic learning and support and intervention, evaluated in consultation with the newly appointed Assistant Principal Curriculum and Instruction.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	201	189	192	187
Girls	180	180	179	187

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.7	94.2	95.8	94
1	92.9	93.3	96	93.3
2	93	92.1	92.7	91.9
3	95.7	93	94.4	92.3
4	93.3	93.3	94.1	91.5
5	91.5	92.9	94.2	89.6
6	89.9	90.7	93.5	89.9
All Years	93	92.8	94.4	91.9
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)	3
Classroom Teacher(s)	14.86
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	3.19

*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	518,717
Revenue	3,846,273
Appropriation	3,782,615
Sale of Goods and Services	1,424
Grants and contributions	61,726
Investment income	508
Expenses	-3,930,375
Employee related	-3,564,589
Operating expenses	-365,787
Surplus / deficit for the year	-84,102
Closing Balance	434,615

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	70,365
Equity Total	341,140
Equity - Aboriginal	32,828
Equity - Socio-economic	110,401
Equity - Language	27,840
Equity - Disability	170,070
Base Total	2,722,296
Base - Per Capita	91,458
Base - Location	0
Base - Other	2,630,838
Other Total	335,785
Grand Total	3,469,585

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

Each year schools are required to seek the opinions of its community. This year our school sought feedback through the NSW DoE Tell Them from Me. An analysis of the findings from the Partners in Learning: Parent Survey include;

- * Parents Feel Welcome- UPS 7.4 / NSW DoE 7.4
- * Parents are Informed- UPS 6.9 / NSW DoE 6.6
- * School Supports Learning- UPS 7.4 / NSW DoE 7.3
- * School Supports Positive Behaviour- UPS 7.7 / NSW DoE 7.7
- * Safety at School- UPS 7.0 / NSW DoE 7.4
- * Inclusive School- UPS 7.0 / NSW DoE 6.7

Responses from the Tell Them from Me open-ended question regarding strengths of UPS survey include;

- * UPS has clear expectations of students.
- * Teachers organise fun and engaging activities for students.
- * Teachers and groundskeepers are friendly to parents.
- * The staff at UPS are extremely welcoming and friendly.
- * Their endeavours to create playground activities such as Friday discos, skipping club, glee club and bucket drumming, to name just a few, is inspiring and valued by the children and parents.
- * As a classroom teacher myself, I know the extra lengths the UPS teachers are going to ensure absolute excellence and their efforts are reflected in the many smiling children who leave the gates each day, eager to return the next.
- * Our child loves being enrolled at UPS.
- * It's an amazing school they care of your children learning they so welcome and they help you if you need anything.
- * Many teachers go out of their way to provide extra opportunities to the students. This is definitely a strength of UPS and greatly appreciated by the parents and community.
- * Building strong professional relationships with students & genuinely caring about student wellbeing.

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

VISION FOR RECONCILIATION

As a community, Unanderra Public School comes together to respectfully share in learning about the knowledge and experiences of Aboriginal and Torres Strait Islander peoples, particularly the Wodi Wodi people of the Yuin Nation on Dharawal Country. We believe reconciliation is developing, demonstrating and nurturing respect for Aboriginal and Torres Strait Islander histories, cultures, traditions and perspectives. We will continue to seek and value the knowledge and contributions of Aboriginal and Torres Strait Islander students and families in our community and strive to respectfully embed cultural perspectives and content in all aspects of learning. Through respect and understanding, we will inform and empower future generations to become positive, kind and caring community members. We are committed to learning in partnership with our extended community by sharing stories and walking together on Country to send children into the world who will influence and advocate for true reconciliation.

ACKNOWLEDGEMENT OF COUNTRY

As the two creeks meet on the Land of the Wodi Wodi people of the Yuin Nation, beneath Grandfather Mountain we gather as mudjingaals. We come together to share knowledge and experiences through respect of each other and the Land. We honour the children we teach to empower them to become positive, caring and kind community members throughout their educational journey. We pay respect to Elders past and present and to the emerging leaders of tomorrow. Like our two creeks we come together to grow and learn on Dharawal Country. Yullunga Yullunga Yullunga

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.

