

# 2021 Annual Report

## Stuarts Point Public School



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# Introduction

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

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

## School contact details

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## School vision

Stuarts Point Public School is committed to working in partnership to nurture confident life-long learners who are known, valued and cared for. Students are empowered to embrace learning, develop perseverance and build resilience, which in turn fosters responsible, dedicated, capable future citizens.

In a culture of high expectations, staff work collaboratively to understand, plan, and cater for the needs of every student. Evidence based practices are deeply embedded to amplify the learning progress of each and every student. An endless pursuit for excellence ensures students are engaged, challenged and inspired to reach their maximum potential.

## School context

Stuarts Point Public School is located on the Mid North Coast of NSW, nestled between the majestic Yarrahapinni Mountain and the mighty Macleay River. We draw an average enrolment of 60 students from our local village and surrounding area, which supports three multistage classes comprising students from a diverse range of backgrounds. On average in the past 3 year period our enrolment supported 32% Aboriginal and Torres Strait Islander (ATSI) students and 7% with Language Background other than English (LBOTE). The Family Occupation and Education Index (FOEI) for the school community is currently 153. The school is supported by SBAR equity loadings: Socio-economic and Aboriginal background.

Our school motto "To Greater Heights" illustrates our high expectations culture where students, families, staff and community are committed to building 'Strong and Smart' learners for life. High quality staff provide learning opportunities that engage and challenge students to continue to learn. Evidence-based pedagogy, effective classroom practice and assessment is used to drive strong foundations in literacy and numeracy. The learning, teaching and work environments are nurtured and honoured so that students and staff can be healthy, happy, engaged and successful.

All students are encouraged to be self-directed lifelong learners, where every child is supported and empowered. We provide several extra curricula opportunities for our students through leadership, Arts and PSSA.

Stuarts Point Public School is a proud member of both the Macleay Public Schools (MPS) and Nambucca Valley Community of Public Schools (V10) delivering excellence, opportunity, innovation and success.

As an Early Action for Success (EAfS) school we combine high quality leadership, collaborative mentoring, a focus on individual students and early intervention to ensure all students achieve expected outcomes. A continued focus on evidence based programs and high impact professional learning for staff are a priority. Planning, programming, assessment and rigorous data practices drive teaching and learning with the use of tools such as PLAN and Area of Focus.

Following rigorous data analysis and collaborative processes that informed our Situation Analysis we were able to use evaluative based decision making to inform the priorities for our new school plan which will build upon the work undertaken in the previous school planning cycle. We have determined the necessity for a continued emphasis on high impact innovative collaborative practices using current evidence based research and instructional leadership to ensure students achieve expected growth and attainment in their learning. As staff move towards deeper reflective practice based on quality data analysis and pursue opportunities for community engagement, students will become self-directed learners who are aware of their own progress and feel confident in working with staff to help direct future learning to succeed and thrive thus building a strong connected community.

## 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

## Strategic Direction 1: Student growth and attainment

### Purpose

Every student experiences growth and academic success and the school culture is focused on learning, building educational aspiration and ongoing performance improvement. Student agency and metacognition will be actively nurtured and supported. Every staff member will further develop and refine the most effective, explicit teaching methods so that all learning opportunities are maximised.

### 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.

- Personalised Learning
- High Impact Strategies for Learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$46,424.00

**English language proficiency:** \$2,400.00

**Aboriginal background:** \$4,500.00

**Literacy and numeracy:** \$6,645.00

### Summary of progress

Strategic Direction 1 focused on the two initiatives of Personalised Learning and High Impact Strategies for Learning which included both student and staff centered activities. These activities were generally iterative in nature, such as the PLAN2 data collection and Area of Focus goal setting. The activities were also incrementally building, such as the staff professional development sessions using the PLAN2 videos and Early Action for Success meetings. The periods of COVID learning from home and guidelines for school operations meant that there were changes to the delivery style of professional learning, where online platforms were used, and pauses on PLAN2 data collection at times where observable behaviours of student learning were limited due to attendance patterns and engagement modes.

Staff engagement and flexibility were key enablers to the narrow and deep dive into Area of Focus goals in PLAN 2 for Understanding Text and Numeracy. One barrier to school-wide consistency was that the numeracy focus was based on student learning level so Quantifying Number was used in years K/1, Multiplicative Strategies in years 2/3, and Additive Strategies in years 4/5/6. Two significant positives were that staff embedded their professional learning and collegial sharing into their numeracy and literacy pedagogy, and that students K-6 were able to articulate their learning goals, celebrate their successes and recognise that learning is ongoing. The authentic adoption of new practices to support the student Area of Focus learning goals are evidenced by the PLAN2 data collection and analysis, classroom displays and interviews of students. The evaluation of the numerous activities in Strategic Direction 1 provided some clear implications for the school and these include the continuation of prioritising whole-school professional learning to ensure that high impact strategies for learning are being offered and the regular and expert use of PLAN2 to drive effective teaching and learning cycles across the school.

Next steps:

To continue professional learning in high impact strategies for learning to improve student learning outcomes. Strategies will be put in place to develop staff capacity in PLAN2 to drive effective teaching and learning across the whole school.

### 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
<b>System Negotiated Target - Top 2 Bands</b> <b>Reading</b> The proportion of Year 3 and 5 students	The NAPLAN scores showed a decreased percentage of students achieving in the top two skill bands for Reading, and an increased percentage of students achieving in the top two skill bands for Numeracy. Due to the small size of the cohort actual percentages cannot be reported.

<p>achieving in the top two bands in NAPLAN uplifts (increases) by 5% from 2019 school cohort data.</p> <p><b>Numeracy</b></p> <p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN uplifts (increases) by 8% from 2019 school cohort data.</p>	
<p><b>System Negotiated Target - Expected Growth</b></p> <p><b>Reading</b></p> <p>The proportion of students achieving expected growth in NAPLAN is maintained at the lower bound system-negotiated target.</p> <p><b>Numeracy</b></p> <p>The proportion of students achieving expected growth in NAPLAN uplifts (increases) by 15% from 2019 school data.</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN Reading has decreased. The proportion of Year 5 students achieving expected growth in NAPLAN Numeracy has increased. Individual student progress is reported directly to parents and carers throughout the year. Due to the small size of the cohort actual percentages cannot be reported.</p>
<p><b>School Level Target</b></p> <p>At least 75% of students completing Kindergarten will have achieved within Level 4 of the Understanding Texts sub-element of the Literacy Progressions.</p> <p>At least 75% of students completing Year 2 will have achieved within Level 6 the Additive Strategies sub-element of the Numeracy Progressions.</p>	<p>A high proportion of Kindergarten students are working at Level 4 and have achieved 1 or more of the learning indicators within the Understanding Text sub-element of the Literacy Progressions.</p> <p>All students in Year 2 are working towards Level 6 and more than half have achieved 1 or more of the learning indicators in Level 5 within the Additive Strategies sub-element of the Numeracy Progressions.</p> <p>Due to the small size of the cohort actual percentages cannot be reported.</p>
<p><b>School Excellence Framework</b></p> <p>School self-assessment shows an uplift towards Sustaining and Growing in the themes of Explicit teaching (Effective Classroom Practice in the Teaching Domain) and Data use in teaching (Data Skills and Use in the Teaching Domain).</p> <p>School self-assessment shows an uplift towards Sustaining and Growing in the themes of Student Growth and Internal and external measures against syllabus standards (Student Performance Measures in the Learning Domain).</p>	<p>Self-assessment against the School Excellence framework shows the theme of Explicit Teaching and the theme of Data Use in Teaching has uplifted to sustaining and growing.</p> <p>Self-assessment against the School Excellence Framework in the element Student Performance Measures shows the school currently performing at delivering for the theme of Student Growth while the theme of Internal and External Measures against Syllabus Standards has uplifted to sustaining and growing.</p>

## Strategic Direction 2: Innovative, collaborative staff

### Purpose

In order to maximise learning outcomes and to build strong foundations for academic success for every student, all staff are committed to collaborating to identify, understand and implement the most effective, evidence-based teaching strategies. The school culture recognises and invests in leadership and developing staff capabilities which will improve the quality of student 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.

- High Impact Professional Learning
- Effective and Reflective Practices

### Resources allocated to this strategic direction

**Aboriginal background:** \$14,000.00

**Socio-economic background:** \$44,379.00

**Professional learning:** \$7,700.00

**QTSS release:** \$12,000.00

**Early Action for Success (EaFS):** \$68,605.20

### Summary of progress

Our focus for 2021 was on the use of highly effective teaching practices across all Key Learning Areas. Focus was on High Impact Professional Learning, staff were guided through the process of developing consistent evidence-informed practices across the school and used formative assessments to identify the point of need with individual student learning.

Teachers collaborated in professional learning on explicit teacher feedback and questioning. Teachers used student data to inform, plan and embed quality practices into their daily teaching, and as a result, adapted quality teaching and learning programs reflective of this. Professional learning and collegial mentoring were targeted at staffs point of need and as a result, from teacher surveys, teaching staff have adapted their programs throughout the year.

Next steps:

To continue with professional learning in and around explicit feedback practices. Consolidation time is required to ensure these strategies are embedded school wide enabling all staff and students to be present and ready to learn at their point of need.

### 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
<b>School Level Target</b> <b>Phonics</b>  By the end of Term 3 there will be an uplift (increase) by 20% of Year 1 students will be considered on track for their phonic knowledge using the Year 1 Phonics screening check.	A decreased percentage of students achieved in their phonics knowledge. Due to the small size of the cohort actual percentages cannot be reported.
<b>School Level Target</b> <b>Numeracy</b>  There will be an uplift (increase) of 10%	An increased percentage of students in Year 6 achieved working at level 11 or above in Quantifying Number sub element, in the Numeracy Progressions. Due to the small size of the cohort actual percentages cannot be reported.

from the 2020 school data in the proportion of students completing Year 6 working at level 11 or above in the Quantifying Number sub-element of the Numeracy Progression.

**School Excellence Framework**

School self-assessment shows an uplift towards Sustaining and Growing in the theme of Improvement of practice (Professional Standards in the Teaching Domain)

Self-assessment against the School Excellence Framework shows an uplift to sustaining and growing in the element of Professional Standards for the theme of Improvement of Practice.



## Strategic Direction 3: Connecting, succeeding and thriving

### Purpose

To ensure that every student connects, succeeds, thrives and learns, there will be a planned approach to strengthen effective partnerships and develop a culture of high expectations that supports wellbeing, attendance, engagement and learning. Students are well supported holistically, becoming self-motivated learners, confident and creative individuals, with the personal resources for future success and 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.

- Wellbeing
- Partnerships for Engagement

### Resources allocated to this strategic direction

**Aboriginal background:** \$15,000.00

**Low level adjustment for disability:** \$31,662.00

**Location:** \$16,300.00

**Socio-economic background:** \$3,750.00

### Summary of progress

In 2021 the school had a focus on providing a safe, positive and caring environment with high expectations. The school reviewed our Learning and Support team processes and practices. Priority was given to adjustments identified in the review. The school will implement these adjustments and monitor our progress throughout 2022.

Attendance declined in Semester 1 which is noted to be a state-wide trend. COVID rules and guidelines continued to impact attendance rates throughout 2021. Classroom teachers use school based attendance strategies to promote positive attendance.

The school used a range of resources to develop a planned approach of evidence-based strategies to foster the cognitive, physical, social, emotional and spiritual development of the students in our care and to build our communities understanding and awareness about the importance of wellbeing. Local businesses and sporting groups support us by donating funds towards our Breakfast program. The school implements Fruit Bat, physical fitness, water, movement and brain breaks into our daily programs. The school runs many other initiatives like Live Life Well @ School, Lunch Makers, The Big Veggie Crunch and Fruit n Veg week. The school shares knowledge and understanding with our parents and wider community through newsletters and our school website about the importance of a balanced healthy lifestyle.

Next steps:

Moving forward in 2022 the Learning and Support team will monitor and analyse current wellbeing practices, these will be refined as required. Staff will be provided with professional learning in the areas of: Attendance Matters and the Attendance Self Assessment tool. The school will continue to build upon wellbeing strategies and initiatives for students.

### 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
<b>System Negotiated Targets</b> <b>Attendance</b> The percentage of students attending school 90% of the time in Semester One will show an uplift (increase) of 4% from the 2019 school data.	The number of students attending school 90% of the time or more has decreased. Due to the small size of the cohort actual percentages cannot be reported.

<p><b>School Level Target</b></p> <p><b>Wellbeing</b></p> <p>The percentage of students in Years 4, 5 and 6 with a sense of belonging in the TTFM survey will be maintained above the State data of 69%.</p>	<p>An increased percentage of the students in Years 4, 5 and 6 reported a strong sense of belonging in the Tell Them From Me Survey.</p>
<p><b>School Excellence Framework</b></p> <p>2021 SEF SaS shows an uplift towards Sustaining and Growing in the themes of Attendance (Learning Culture in the Learning Domain).</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of learning culture for the theme of attendance.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$75,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Stuarts Point Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional school learning support staff to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of three School Learning Support Officers to support individual identified students. This funding has been combined with other funding sources to support students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue individualised, differentiated learning and social support for the identified students.</p>
<p>Socio-economic background</p> <p>\$94,553.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Stuarts Point Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Effective and Reflective Practices</li> <li>• High Impact Strategies for Learning</li> <li>• High Impact Professional Learning</li> <li>• Partnerships for Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional learning for staff in evidence-based teaching and learning strategies to support student learning.</li> <li>• employment of Instructional Leader to support Early Action for Success program implementation.</li> <li>• equitable access to literacy and numeracy resources</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased confidence and knowledge of staff understanding in evidence based teaching and learning strategies. The Instructional Leader supported staff to differentiate teaching practice to improve student outcomes. School Learning Support Officers worked in small groups and with individual students to implement Big School and MultiLit. An additional School Learning Support Officer was employed to assist the classroom teacher in small group literacy and numeracy instruction. Executive staff were released to drive the Implementation and Progress Monitoring of each Strategic Direction in the School Plan.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue Professional Learning which develops staff capacity and knowledge in evidence based teaching and learning practices. The Early Action for Success funding ceases at the end of 2021. The Assistant Principal Curriculum and Instruction position will commence in 2022 and will drive differentiated teaching practice to support student learning. Pending the outcome of funding in 2022 School Learning Support</p>

<p>Socio-economic background</p> <p>\$94,553.00</p>	<p>Officer positions will be identified. Executive release will continue in 2022 to allow time for all staff to drive school improvement.</p>
<p>Aboriginal background</p> <p>\$33,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Stuarts Point Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Strategies for Learning</li> <li>• Partnerships for Engagement</li> <li>• High Impact Professional Learning</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for all students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• staff released to attend Connecting to Country Professional Learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All students being supported to achieve their Personalised Learning Plan goals. At key intervals throughout the school year all stakeholders collaborated to identify and celebrate student successes. Stronger Smarter philosophies were implemented across the school whereby high expectations relationships were developed. A staff member attended professional learning on Connecting to Country. This staff member shared their knowledge and skills from the Professional Learning with the other staff.</p> <p>Increased confidence and knowledge of staff understanding in evidence based teaching and learning strategies. School Learning Support Officers worked in small groups and with individual students to implement key programs and support small group literacy and numeracy instruction. Executive staff were released to drive the Implementation and Progress Monitoring of each Strategic Direction in the School Plan.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue developing individualised and supported personalised learning plans for all students. Stronger Smarter philosophies will continue with the aim to embed these practices on a day to day basis. Teaching staff will continue to address cross curricular Aboriginal perspectives in their teaching and learning programs.</p> <p>Professional Learning which develops staff capacity and knowledge in evidence based teaching and learning practices will continue.</p> <p>Pending the outcome of funding in 2022 School Learning Support Officer positions will be identified. Executive release will continue in 2022 to allow time for these staff to drive school improvement.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Stuarts Point Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation and personalised learning</li> </ul>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p><b>The allocation of this funding has resulted in:</b> Differentiated support to assist identified student in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Determined on funding allocation for 2022.</p>
<p>Low level adjustment for disability</p> <p>\$31,662.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Stuarts Point Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Learning and Support teachers working in partnership with classroom teachers, parents and students to improve the quality of teaching and learning opportunities for identified students. Tiered interventions were scaffolded for individual student needs. Teachers engaged in professional dialogue to build their capacity to plan, assess and benchmark students to inform and differentiate their teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue and build upon the effectiveness of these individualised and differentiated learning opportunities for students involving all stakeholders. Continued professional learning and dialogue to develop staff capacity of evidence based practices. To further expand the impact of the Learning and Support processes across the whole school context.</p>
<p>Location</p> <p>\$16,300.00</p>	<p>The location funding allocation is provided to Stuarts Point Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Partnerships for Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources to increase student engagement</li> <li>• attendance initiatives resources to increase student attendance</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Enhanced and equitable learning opportunities for students. The purchase of technology to support student learning in class. Attendance strategies being developed for whole school implementation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Increase student attendance and engagement through interagency involvement. Upskilling students and staff in technology innovation to improve student engagement in learning.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the</p>

<p>\$6,645.00</p>	<p>literacy and numeracy learning needs of students at Stuarts Point Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Strategies for Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• purchase of resources to support literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Purchasing resources to support literacy and numeracy. Extra decodable texts were purchased to supplement Department of Education roll-out allocation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Small group instruction using decodable texts will occur to support literacy and numeracy outcomes for students. Resources will be purchased as required.</p>
<p>Early Action for Success (EAfS)</p> <p>\$68,605.20</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Stuarts Point Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective and Reflective Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy growth</li> <li>• lead professional learning opportunities to support the state Literacy and Numeracy Strategy</li> <li>• the regular collection and analysis of data, including PLAN2 and Check-in assessment to inform future Professional Learning and point of need instruction in the classrooms.</li> <li>• a whole school approach to student goal setting in reading and numeracy with a focus on improving student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An overall average increase in the instructional reading level of Year 1 moving into Year 2 to Level 15. The Focus on Learning Teacher Tell Them From Me survey shows an overall increase in collaboration, placed at 8.8 compared to the State norm of 7.8 in 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Funding for Early Action for Success will cease at the end of 2021. The Assistant Principal Curriculum and Instruction position will commence in 2022.</p>
<p>QTSS release</p> <p>\$12,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Stuarts Point Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>QTSS release</p> <p>\$12,000.00</p>	<ul style="list-style-type: none"> <li>• additional staffing release to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional Release from Face to Face (RFF) for classroom teachers. This enables executive staff to support classroom teachers with explicit, high quality professional learning to increase teaching and learning opportunities for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue providing mentoring opportunities for staff supporting collaboration, co-teaching and co-planning.</p>
<p>COVID ILSP</p> <p>\$56,250.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to provide targeted, explicit instruction for student groups in literacy and numeracy</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Small group tuition in literacy and numeracy for targeted cohorts of students. Student confidence in literacy and numeracy has increased and PLAN 2 data shows growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> COVID small group tuition for identified students in literacy and numeracy will continue in 2022. PLAN2 and other data sources will be used to identify specific student need.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	20	22	23	24
Girls	37	35	36	34

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	87.7	86.6	86.8	83.1
1	84	89	88.4	85.5
2	93.1	92.1	85.9	86.8
3	89	91.5	83.6	85.2
4	93.8	77.9	86.7	78.5
5	95.8	94.8	79.6	82.3
6	91.6	92.2	88.1	86.1
All Years	90.6	89.9	86.2	83.9
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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.51
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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	700,618
<b>Revenue</b>	1,124,455
Appropriation	1,115,355
Grants and contributions	8,403
Investment income	698
<b>Expenses</b>	-1,082,274
Employee related	-951,934
Operating expenses	-130,341
<b>Surplus / deficit for the year</b>	42,181
<b>Closing Balance</b>	742,799

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	75,051
<b>Equity Total</b>	162,282
Equity - Aboriginal	34,148
Equity - Socio-economic	94,072
Equity - Language	2,400
Equity - Disability	31,662
<b>Base Total</b>	695,576
Base - Per Capita	14,544
Base - Location	16,389
Base - Other	664,643
<b>Other Total</b>	101,871
<b>Grand Total</b>	1,034,779

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Our school conducts biannual Tell Them From Me (TTFM) student surveys, and annual parent/caregiver and staff TTFM surveys. Student voice through our Student Parliament is an important part of our school culture. Parents and community members are also provided opportunities for feedback through regular scheduled Parents and Citizens (P&C) meetings. Feedback from these groups is used to assist in determining future directions.

### Parent / caregiver satisfaction

Stuarts Point Public School (SPPS) utilises the Learning Bar 'Partners in Learning Parent Survey' which is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

This year we had zero parent participation in the survey even though we advertised the survey link on numerous occasions. The results of parent surveys over the years represent a fluctuating percentage. We have ranged from 29 surveys completed in 2019 to only 5 surveys completed in 2020. In previous years we have invited our parent community in to access technology to complete the survey on-line, provided paper copies and we upload the data or give incentives like afternoon tea packages. We have been unable to do that during 2020/21 due to COVID guidelines and we attribute this to the lack of on-line responses.

If we aggregate the data from the five years previous, using the radar chart 'Perspectives of Parents' we outperform state in all areas except 'parents supporting learning at home'.

### Student satisfaction

The Tell Them From Me (Student Outcomes and School Climate) student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. Our report provides results based on data from 19 students in our school from Year 4-6 who completed the Snapshot 1 and Snapshot 11 in 2021. When looking at the data, there were shifts both positive and negative on previous data. On the whole we outperformed state government norms in most areas.

Student participation in school sports has our school mean at 95%, out-performing the 83% NSW Govt norm by 12%. We have 63% of SPPS students with high rates of participation in art, drama, or music groups; extracurricular school activities; or a school committee compared to 55% NSW Govt norm. We are on par with state norms for a positive sense of belonging, positive relationships and students that value schooling. We out-perform the NSW Govt norm for students displaying positive attitudes towards both school and homework behaviours by 13-16%. An area to consider for future improvement is motivating students to be interested in their learning where we under-perform NSW Govt norms by 10% with a school mean of 68%.

When examining the Drivers for Student Engagement we had scores between 7.4 to 8.7 out of 10. We were slightly above NSW Govt norms for quality instruction, positive teacher - student relations, positive learning climate and 1 point off for expectations for success.

### Teacher satisfaction

The TTFM Focus on Learning Survey is a self-evaluation planning tool for school communities. When analysing the Eight Drivers of Student Learning we scored 2.2 points above NSW Govt norm for Leadership with our school placed at 9.3 when compared to 7.1 for the state norm. Staff felt: School leaders have helped me establish challenging and visible learning goals for students, school leaders have supported me during stressful times and school leaders have provided guidance for monitoring student progress all at 9.6. This data is comparable for most years we have undertaken the survey. Inclusive school practices and Collaboration also scored high at 8.8. Learning Culture decreased this year to 8.4 but was still above NSW Govt norm. Staff rated that they monitored the progress of individual students and set high expectations for student learning at 9.6. An area to look for improvement may be for students to become fully engaged in class activities and giving written feedback to students on their work which both rated at 7.1.

In all four dimensions of classroom and school practices we scored higher than NSW Govt norms. Overcoming obstacles to learning was our highest at 8.6 compared to 7.7 for NSW Govt norm. Planning learning opportunities scored second with 8.4 compared to the NSW Govt norm of 7.6. We set challenging and visible goals at 8.3 compared to 7.5, and our closest score to NSW Govt norm was Providing quality feedback still out-performing the NSW Govt norm by 0.5 at 7.8.

Staff strongly agreed that leaders were leading improvement and change and clearly communicating the strategic vision for our school at 83% and 100%.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.