

# 2021 Annual Report

## Avalon Public School



3792

# Introduction

The Annual Report for 2021 is provided to the community of Avalon 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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Avalon Public School

Old Barrenjoey Rd

Avalon Beach, 2107

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

[avalon-p.school@det.nsw.edu.au](mailto:avalon-p.school@det.nsw.edu.au)

9973 1439

## School vision

Avalon is a place of optimism, excitement, challenge and high expectations, where students and teachers see each day as a journey, full of purpose and where intellectual engagement, wellbeing and connectedness to the outside world are priorities.

We are *all* learners - curious, competent, reflective and able to take an active role in our own learning and wellbeing.

Our team of highly effective educators empower all learners to achieve personal excellence by being open, flexible and responsive to their needs. A positive, supportive and innovative learning environment empowers all of us to grow through rich, authentic relationships within the school, with the local community and the wider world.

Indeed, as a community of families, educators and leaders we share responsibility to inspire our students to be active, mindful, critically engaged, global citizens and life long learners.

## School context

Avalon School is a large school located at the far northern end of the Northern Beaches of Sydney. The school is renowned in its local community for providing a future focused education of the highest quality.

Characterised by a sense of community and a strong welfare focus, parents, staff and community members work in partnership to support students across a range of endeavours aimed at building their self-esteem, resilience and confidence.

Our highly professional, dedicated staff team endeavours to encourage all students to achieve their personal best in all that they do through high quality, innovative teaching and learning programs that will also equip them with the skills to be lifelong learners, problem solvers and caring, considerate world citizens.

All teaching staff are engaged in ongoing professional development aligned to the Australian Curriculum and Professional Standards for Teachers. A culture of high expectations and differentiation of the curriculum ensures individual student needs are catered for at the appropriate level of challenge, resulting in positive outcomes for all.

Our school enjoys an outstanding level of support within the local community and is renowned for high student achievement levels and the provision of diverse educational and extra-curricular opportunities.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to improve student learning outcomes in literacy and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of challenging learning goals for every student. Teaching strategies are underpinned by evidence-informed practice and embedded evaluative thinking.

### Initiatives

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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.

- Culture of Collaborative Professional Learning
- Data Informed Practice

### Resources allocated to this strategic direction

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**Literacy and numeracy:** \$62,204.00

**Literacy and numeracy intervention:** \$58,861.00

**Beginning teacher support:** \$2,000.00

: \$61,780.37

**Socio-economic background:** \$23,608.00

**Aboriginal background:** \$1,392.00

**English language proficiency:** \$5,150.00

**Low level adjustment for disability:** \$128,617.00

**Integration funding support:** \$138,887.00

### Summary of progress

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#### Culture of Collaborative Professional Learning

##### Evidence to Action

*In Terms 1-3 teachers engaged in 3 half-days and afternoon sessions in Stage Teams to engage in evidence based, collaborative professional learning by effectively linking of theory to practice and developing understanding of literacy processing theory in reading. This included developing a whole school approach to teaching reading using the Gradual Release of Responsibility model to provide purposeful instruction in literacy, which will include differentiated small group instruction. Teachers engaged with current research to utilise strategies to support all students at different stages of literacy development, underpinned by the research from DoE's What Works Best. An internal K-6 assessment was introduced to assess, track and monitor students decoding, comprehension and fluency skills in reading and a data wall was introduced. These sessions were also used for data conversations regarding both grade and student progress and achievement, where to next for the learning and discussions of strategies and program modification to support all students. This project was strategically resourced to provide time for staff and leaders. Additionally, a substantial allocation was utilised for books to support the program K-6 & the redevelopment of resource rooms. K-2 home readers were purchased to support students reading at home.*

*This initiative was developed and led by the Deputy Principal, Instructional Leaders and Assistant Principal Leaders. Leaders were provided professional learning on evidence based practice in reading and the Instructional Leadership role, including Growth Coaching. Assistant Principals were allocated a day a week to support teacher's in their grade/stage in instructional practices in reading.*

*A K-2 & 3-6 Parent Reading Workshop was provided for parents/carers to support the community in supporting their child's reading at home to compliment the teaching and learning happening at school.*

##### Impact?

*Students - NAPLAN data in Year 3 showed an uptick above similar school groups in reading with 30.5% more students in the top two bands. Year 5 data has not shown improvement yet, but is to be expected as K-3 have been implementing the program for 2 years longer than 4-6. K-2 internal data demonstrated 64% of Kindergarten, 78% of Year 1, 85% of Year 2 reaching the higher end of our reading targets. 3-6 internal data demonstrated 39% of Year 3, 28% of Year 4, 20% of Year 5 & 6 reaching the reading targets. The internal and external data correlated with each other, however, when triangulated with Check In data, 3-6 data came out significantly higher.*

*Staff - Staff feedback indicated that they found the professional learning 'highly valuable' K-6 and found the*

*differentiated, tailored and collaborative professional learning much more effective. K-6 commented on the benefits of having a shared pedagogical approach, increased confidence in assessment of reading and collaborative planning time.*

*Leaders - Leader feedback indicated 100% of participants found the professional learning beneficial & improved knowledge and skills in instructional leadership. When analysing the High Impact Professional Learning Self Assessment, under the domain of 'Collaborative and applied professional learning strengthens teaching practice' we had moved from 'Delivering' to 'Sustaining & Growing'.*

*Community - Parent Reading Workshop Feedback indicated 100% of participants found the session beneficial. Most commented on the benefit of having the opportunities to practice the reading strategies in the session.*

### **Where to next in 2022?**

*From the feedback & collaborative analysis of both internal and external data the focus for 2022 will be:*

- Sustaining & continuing collaborative professional learning through Evidence to Action to transfer theory to practice using research and student data.*
  - 3-6 sustain focus on reading and K-2 move towards writing with a revision of the 7 Steps and how it fits in the Gradual Release of Responsibility Model*
  - Regularly looking at data in stage meetings/TPL sessions to direct teaching*
  - Create shared progress and achievement goals and have them reflected in programs*
  - Continue instructional leadership and professional learning for leaders*
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- Aspiring Leaders**

### **Beginning Teachers**

### **Data Informed Practice**

SDD was focused on 'Data informed Practice'

Staff were asked to read What Works Best in the area of 'Assessment' & 'Data Informed Practice' and were presented with further research in the importance of data informed practice. Staff were led to reflect on current practice and determine 'even better if' for future direction aligned with best practice.

Staff were guided in developing a systematic whole school assessment overview in English - evaluating and improving on what is existing.

3-6 were introduced into using the BAS kit to assess reading comprehension, fluency and decoding.

K-2 focused on running record analysis to determine t

### **Programming**

### **Assessment**

### **Progress towards achieving improvement measures**

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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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
<b>Top 2 Bands Reading:</b>	<b>Reading</b>

<p>At least 68.52% of students in top two bands for reading.</p>	<p>Overall 65.07% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating we have fallen just short of our lower trajectory target.</p> <p>81.8% of Year 3 students achieved in the top two bands in NAPLAN <b>reading</b> indicating achievement of the upper-bound target.</p> <p>49.6% of Year 5 students achieved in the top two bands in NAPLAN <b>reading</b> indicating we have fallen below our lower trajectory target.</p>
<p><b>Growth Reading:</b></p> <p>At least 61.85% of students achieving expected growth in reading.</p>	<p><b>Reading</b></p> <p>62.6% of students achieved at or above expected growth indicating we are on track with our lower trajectory goal.</p>
<p><b>Element: Educational Leadership (S&amp;G)</b></p> <ul style="list-style-type: none"> <li>• Focus theme: Instructional Leadership (S&amp;G)</li> <li>• Focus theme: High Expectations Culture (D)</li> </ul>	<p>On the School Excellence Framework in the Theme of <b>Educational Leadership:</b></p> <ul style="list-style-type: none"> <li>• <b>Instructional Leadership</b> has increased from 'Sustaining &amp; Growing' to 'Excelling'</li> <li>• <b>High Expectations Culture</b> has increased from 'Delivering' to 'Excelling'</li> </ul> <p><i>The overall theme from 2020 is maintaining in Excelling.</i></p>
<p><b>Element: Data Skill &amp; Use (S&amp;G)</b></p> <ul style="list-style-type: none"> <li>• Focus theme: Data Literacy</li> <li>• Focus theme: Data Analysis</li> <li>• Focus theme: Data Use in Teaching</li> <li>• Focus theme: Data Use in Planning</li> </ul> <p><b>Element: Assessment (S&amp;G)</b></p> <ul style="list-style-type: none"> <li>• Focus theme: Formative Assessment</li> <li>• Focus theme: Summative Assessment</li> <li>• Focus theme: Whole School Monitoring of Student Learning</li> </ul> <p><b>Element: Effective Classroom Practice</b></p> <ul style="list-style-type: none"> <li>• Focus theme: Lesson Planning</li> <li>• Focus theme: Explicit Teaching</li> <li>• Focus theme: Feedback</li> </ul>	<p>On the School Excellence Framework in the Theme of <b>Data Skill &amp; Use :</b></p> <ul style="list-style-type: none"> <li>• <b>Data Literacy</b> has maintained in 'Sustaining &amp; Growing'</li> <li>• <b>Data Analysis</b> has increased from 'Delivering' to 'Sustaining &amp; Growing'</li> <li>• <b>Data Use in Teaching</b> has increased from 'Delivering' to 'Sustaining &amp; Growing'</li> <li>• <b>Data Use in Planning</b> has decreased from 'Sustaining &amp; Growing' to 'Delivering'</li> </ul> <p><i>The overall theme has increased from 'Delivering' to 'Sustaining &amp; Growing'</i></p> <p>On the School Excellence Framework in the Theme of <b>Assessment :</b></p> <ul style="list-style-type: none"> <li>• <b>Formative Assessment</b> has maintained in 'Sustaining &amp; Growing'</li> <li>• <b>Summative Assessment</b> has increased from 'Delivering' to 'Sustaining &amp; Growing'</li> <li>• <b>Whole School Monitoring of Student Learning</b> has increased from 'Delivering' to 'Sustaining &amp; Growing'</li> </ul> <p><i>The overall theme has increased from 'Delivering' to 'Sustaining &amp; Growing'</i></p> <p>On the School Excellence Framework in the Theme of <b>Effective Classroom Practice :</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson Planning</b> has maintained in 'Sustaining &amp; Growing'</li> <li>• <b>Explicit Teaching</b> has maintained in 'Sustaining &amp; Growing'</li> <li>• <b>Feedback</b> has maintained in 'Sustaining &amp; Growing'</li> </ul> <p><i>The overall theme has maintained in 'Sustaining &amp; Growing'</i></p>
<p><b>Top 2 Bands Numeracy:</b></p> <p>At least 55% of students in top bands for numeracy.</p>	<p><b>Numeracy</b></p> <p>Overall 42.59% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating we have fallen short of our lower trajectory target.</p>

<p><b>Top 2 Bands Numeracy:</b></p> <p>At least 55% of students in top bands for numeracy.</p>	<p>53% of Year 3 students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating we have fallen just short of our lower trajectory target.</p> <p>32.8% of Year 5 students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating we have fallen below our lower trajectory target.</p>
<p><b>Growth Numeracy:</b></p> <p>At least 65.1% of students achieving expected growth in numeracy, ideally 70.1%.</p>	<p><b>Numeracy</b></p> <p>55.74% of students achieved at or above expected growth indicating we are off track with our lower trajectory goal.</p>

## Strategic Direction 2: Modern Learning

### Purpose

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To build a culture of high quality, standards-based future focused teacher learning that ultimately prepares all our students to mindfully and fluently collaborate, communicate, problem solve and, above all, succeed as effective citizens in a rapidly changing world.

### Initiatives

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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.

- Solution Fluency
- Modern Learning Fluencies
- Integrated Technology

### Resources allocated to this strategic direction

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**QTSS release:** \$58,000.00

**Beginning teacher support:** \$10,000.00

**Professional learning:** \$10,000.00

: \$100,000.00

### Summary of progress

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#### What did we do well in 2021?

Started an Apple mentoring cycle - this was interrupted during lockdown but is intended to resume in 2022.

3-6 began engaging with the community using solution fluency - 9D units were written with a real world focus at the core of the unit, but lockdown stalled our learning. Year 5 students liaised with the Council regarding a bike path proposal.

Time for unit writing - teachers were given time to collaboratively plan and write units together based on a scope and sequence aligned with school, community or world based problems. The Professional learning funds were utilised to buy this time.

Engaged with critical and creative thinking (general capabilities) - teachers plotted where they thought their students were on the critical and creative thinking continuum. This pre-data will help the school track progress of students with the skills of critical and creative thinking.

#### Where to next in 2022 and HOW?

Consolidate solution fluency in smaller and larger units of work (one large school/community/wider world problem per year). The learning from these larger units will be presented to an authentic audience through a Learning Expo held yearly.

Sharing sessions with all staff - 'what works well in technology' - one per term. This sharing of ideas builds teachers leadership in presenting to staff and provides ideas for colleagues to use in their own classroom, ultimately improving student learning outcomes.

Engage with the 'K-6 ICT Capabilities Learning Continuum' across all staff. Staff were introduced to this continuum but more time is needed to embed this into practice.

Provide Ipad mentoring per grade (using Apple mentors). This mentoring program improves the skills of teachers and students. Again, PL funds and school funds will be used for this project.

Grades embed technology into programs - needs to be NEW, innovative (not rehashing old apps/programs/ideas)

Whole school professional learning with I pads to continue our growth in knowledge and skillset.

New iPads will be purchased for all teaching staff using 6100 funds.

Apple mentoring shared more widely - Grade (whole) - technological leadership

Expo or time to share 9D's learning. This provides students with an authentic audience which increases engagement and gives a purpose to their learning.

Data - have teachers plot their own class on the critical and creative thinking continuum

Purposeful combining of 9D's across KLA's and utilising school grounds/gardens/Avalon and northern beaches community

### **Progress towards achieving improvement measures**

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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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
9D units are more aligned to real world school, community or wider world problems.	<p>Teachers were given time in Term 1 to collaboratively plan and write units together based on a scope and sequence aligned with school, community or world based problems. Students were also surveyed to identify the type of problems they would like to solve. Teachers looked at student voice, the syllabus documents and the scope and sequence and collaboratively wrote a large unit of work, with the intention of working with students during Term 2 to present their work at the Learning Expo planned in Term 3. Lockdown occurred and plans were stalled.</p> <p>Time has been planned for Term 1, 2022 for teachers to plan together again with the intention of presenting at a Learning Expo in Term 3, 2022.</p>
<p>Learning and Development: Expertise and Innovation is validated at Delivering.</p> <p>20 % of students are reflecting the skills in the sub elements of the ACARA Critical and Creative Thinking continuum at a grade appropriate level.</p>	<p>Critical and creative thinking continuum was introduced to teachers at the beginning of the school year to familiarise them with the sub-elements. Collaboratively they plotted their grade on each sub element and intended to use this continuum to measure student progress whilst working on their large 9Ds unit. However, this progress was stalled as the units were not taught due to COVID lockdown. The intention for 2022 is to refamiliarise staff with the continuum and re-start the teaching of the 9Ds.</p>
Validated in Coaching and Mentoring as Sustaining and Growing to provide technology mentoring and coaching support to ensure the ongoing development and improvement of all teachers and students	Mentoring in 2021 was halted due to Covid lockdown.

## Strategic Direction 3: Wellbeing & Learning Culture

### Purpose

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The school is focused on building individual and collective wellbeing through a climate of care and positivity ensuring optimum conditions for student learning.

### Initiatives

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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.

- A planned approach to Wellbeing
- Culture of lifelong learning

### Resources allocated to this strategic direction

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### Summary of progress

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#### ***What did we do well in 2021?***

#### **Planned Approach to Wellbeing**

#### **Effective Learning & Wellbeing Systems**

At the end of 2020, we sought feedback from staff and reviewed our processes inline with data, SEF, feedback & best practice to make changes for 2021.

On Staff Development Day in Term 1, 2021 and Term 1 afternoon TPL sessions we reset the vision, evidence based practice, systems & process focused on:

- Wellbeing research & framework
- Learning & Wellbeing Team role, purpose and process *This is included developing and sharing an Avalon PS staff Learning & Wellbeing guide to have a shared approach. We introduced New process - introduction of Collaborative Support Plan with the PRIM books to support teachers with strategies to engage all students. Additionally, we included APs as a members of the Learning & Wellbeing Team to be able to support their team and the students in their stage..*
- Introduction of the High Potential & Gifted Education Policy. This included the introduction of the research underpinning the policy, our school HPGE policy & evidence based teaching approaches for HPGE students.
- PBL & behaviour management
- Brief introduction to the Learning Dispositions
- NCCD & disability
- Antibullying
- Mindfulness
- Attendance

#### ***Impact - Where to next in 2022?***

#### **Learning & Support Programs**

We shifted Learning & Support quite significantly in 2021. This included introducing a improved data driven process to select students, monitor progress and growth. We added a collaborative and systemic process to identify target students which involved all teachers. These students were monitored regularly in meetings using data and observations. Groups subsequently became increasingly fluid and flexible and teachers were being supported in the classroom increasingly. LaST Timetables and streamlined program templates were created and placed on the shared drive to share information and progress.

Personalised Learning Plans

#### ***Impact - Where to next in 2022?***

#### **Data collection**

Data spreadsheets

We created Grade Student Tracking sheets to note interventions students have had during schooling and referrals to

LWT.

## **SLSO**

### **Behaviour - Positive Behaviour for Learning (PBL)**

#### ***Impact - Where to next in 2022?***

Big benefits for Learning Support Team and supporting students in need

SDD - focus on resetting focus

PBL team - data, playground celebrations - student voice

PBL - refresher for staff - TPL and expectations

Where to next in 2022 and HOW?

- Catering for high potential students for their engagement and wellbeing and reflected in teaching and learning programs
- Re-visit and re-emphasize smiling minds and PBL
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Proactive grade reps

Promote fortnightly focus

Explore other programs for stage 3

Promote in fortnightly newsletter/FB page/school sign

- Get back to sharing strategies about behaviour and learning with our teams
- More teacher-leaders trained in PBL
- HGPE focus
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Learning support

Teaching and learning

- Social celebrations/fun for staff
- Continue to refresh/revisit focus wellbeing processes and procedures at the start of each school year. Ensure they are known and used by everybody
- Collect a variety of data on wellbeing and engagement, in addition to TTFM
- 2023 - Learning dispositions explicitly taught school wide
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I think this should happen in 2022!

Need to establish self-regulated learners throughout the school

#### **Smiling Mind:**

- Smiling Mind continues to be incorporated into all grade programs, with a systematic whole-school approach,
- The scope and sequence is taught weekly by all class teachers and is incorporated in homework tasks, ensuring the link to home is encouraged,
- Regular newsletter articles to inform parents of the importance of teaching mindfulness, the value of explicit teaching social-emotional skills, and promoting the Smiling Mind program for students, families and staff,
- Mindfulness and the Smiling Mind program was not only still programmed during Learning From Home, but its value and importance was recognised and appreciated by all,

#### ***Impact***

#### ***Where to next in 2022?***

#### **Wellbeing Week:**

- Each term, one week (usually midway through the term) is dedicated to Wellbeing Week - no meetings are scheduled, we hold a social event, and all staff are encouraged to nurture their own wellbeing.
- Students participate in class/grade tasks that promote kindness, gratitude and a range of mindfulness activities during this week.

- Examples of these activities are often shared with colleagues and parents via the newsletter.

### Impact

#### Where to next in 2022?

### Staff Wellbeing

- Staff wellbeing continues to be of great importance in the current climate and we encourage all staff to take an active role in nourishing and managing their own wellbeing.
- Regular social celebrations/fun for staff are scheduled; in grades, stages and whole staff events and activities.

### Impact

#### Where to next in 2022?

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase in positive wellbeing for students from 91.24% to 92% in the Tell Them From Me survey.	Tell Them From Me data demonstrated that since 2017, in the area of Wellbeing we have: <ul style="list-style-type: none"> <li>• <b>Wellbeing</b> has decreased from 91.24% to 86.9% in 2021</li> <li>• <b>Advocacy at School</b> has slightly decreased by 1.13% from 91.55% to 90.42% in 2021</li> <li>• <b>Expectations for Success</b> has decreased from 98.83% to 96.60% in 2021 (less than 3%)</li> </ul>
School Excellence Framework - The school has improved and is maintaining against the SEF to be 'Sustaining & Growing' in the following areas: <ul style="list-style-type: none"> <li>• A planned approach to wellbeing</li> <li>• Behaviour</li> </ul>	2021, school reflection on the School Excellence Framework increased from 'Delivering' to 'Sustaining & Growing' in both areas of: <ul style="list-style-type: none"> <li>• <b>A planned approach to wellbeing</b></li> <li>• <b>Behaviour</b></li> </ul> Triangulation from the TTFM data indicated that 'Student with Positive Behaviour at School' was at 95% for Year 4 (13% above state average), 95% for Year 5 (12% above state average) & 91% for Year 6 (8% above state average). This PBL major and minor incident data demonstrated these trends, beside a minor uptick in incidents after return from home learning. Overall, our number of students who believe that they display positive behaviour has increased. We have refigured and clarified our wellbeing and discipline policy between these years and have had a increased focus on PBL.
78% of students will be attending school 90% of time or more	The number of students attending greater than 90% of the time or more has decreased marginally (1.1%), which can be attributed to lockdown and the global pandemic, despite regular communication from the school promoting regular school attendance. These practices to promote why attendance matters, will continue into 2022 and beyond.
Increase to 85% of the proportion of students reporting a sense of Belonging in the Tell Them From Me. survey.	The Tell Them From Me data reports a decline to 73.73% of students with a positive sense of belonging. During lockdown, the vast majority of our students were Learning from Home and not attending school. This may help to explain the dramatic decline in results.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$138,887.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Avalon 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>• Culture of Collaborative Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> SLSO support for students with Integration Funding and their classes. LAST teacher supported by top up of COVID ILSP hours.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of programs into 2022</p>
<p>Socio-economic background</p> <p>\$23,608.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Avalon 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>• Culture of Collaborative Professional 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>• additional staffing to support identified students with additional needs</li> <li>• professional development of staff through Early Action for Success and SLSO training to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved support for students in need</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue programs into 2022</p>
<p>Aboriginal background</p> <p>\$1,392.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Avalon 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>• Culture of Collaborative Professional 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>• staffing release to support development and implementation of</li> </ul>

<p>Aboriginal background</p> <p>\$1,392.00</p>	<p>Personalised Learning Plans</p> <p><b>The allocation of this funding has resulted in:</b> Support has been provided within the limitations of such funding</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This will depend on enrolments in 2022</p>
<p>English language proficiency</p> <p>\$5,150.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Avalon 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>• Culture of Collaborative Professional 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 initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Significant progress for these identified students</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Depending on enrolments in 2022</p>
<p>Low level adjustment for disability</p> <p>\$128,617.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Avalon 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>• Culture of Collaborative Professional 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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• support for students in Life Skills; Individual Learning Plans/Profiles</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Significant SLSO time allocation and additional LAST time.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue the program into 2022</p>
<p>Professional learning</p> <p>\$10,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Avalon 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>• Integrated Technology</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>• Simone Maciel employed to lead Apple professional learning and mentoring</li> </ul>

Professional learning \$10,000.00	<p><b>The allocation of this funding has resulted in:</b>  On-going PL for staff in utilising iPads more effectively for T&amp;L</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue mentoring throughout 2022</p>
Literacy and numeracy \$62,204.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Avalon 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>• Culture of Collaborative Professional 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>• targeted professional learning to improve literacy and numeracy</li> <li>• employment of an Instructional Leader to assist in literacy and numeracy professional development of teachers.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Significant impact across K-2 teachers - they now analyse and record data on our data wall, to improve targeted outcomes for ALL students</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue these systems and processes.</p>
QTSS release \$58,000.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Avalon 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>• Solution Fluency</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>• assistant principals provided with additional release time to support classroom programs</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>  Weekly release of APs to acts as Instructional Leaders on their stage. In turn, they support our focus on developing teachers skills and capabilities in the teaching and assessment of reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue this practice in 2022.</p>
Literacy and numeracy intervention \$58,861.00	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Avalon Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Culture of Collaborative Professional 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>• employment of interventionist to support the delivery of evidence-based</li> </ul>

<p>Literacy and numeracy intervention</p> <p>\$58,861.00</p>	<p>literacy and numeracy programs and data driven practices</p> <ul style="list-style-type: none"> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> One on one intervention for readers in Year 1 and 2. IL support as needed across 2-6, especially in the implementation of Fountas and Pinnel reading resources and associated teaching strategies and formative assessment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Still TBC</p>
<p>COVID ILSP</p> <p>\$12,500.00</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 deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Great support for our existing LAST teacher - enabling expansion of the LAST program and our Reading support specialist.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue in 2022.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	440	453	465	466
Girls	478	461	471	445

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.1	94.4	95.2	92.4
1	93.5	93.8	92.9	91.7
2	94.1	93.6	94.9	92.4
3	94.3	93.1	92.2	91.6
4	93.4	93.5	93.6	92.8
5	93.3	92.8	93.8	91.5
6	92.6	92.8	93.1	92.7
All Years	93.6	93.4	93.6	92.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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

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

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

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

## Management of non-attendance

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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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	34.61
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
School Counsellor	1
School Administration and Support Staff	5.87

\*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>	719,975
<b>Revenue</b>	7,429,177
Appropriation	7,093,319
Sale of Goods and Services	19,732
Grants and contributions	314,800
Investment income	1,025
Other revenue	300
<b>Expenses</b>	-7,756,564
Employee related	-6,816,150
Operating expenses	-940,414
<b>Surplus / deficit for the year</b>	-327,387
<b>Closing Balance</b>	392,588

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>	138,887
<b>Equity Total</b>	158,767
Equity - Aboriginal	1,392
Equity - Socio-economic	23,608
Equity - Language	5,150
Equity - Disability	128,617
<b>Base Total</b>	6,067,728
Base - Per Capita	230,740
Base - Location	0
Base - Other	5,836,988
<b>Other Total</b>	549,476
<b>Grand Total</b>	6,914,857

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

Due to COVID Learning from Home in 2021, there was no survey in 2021. QTSS data reflected a decrease in student engagement and interest in schooling. We will look to raise these benchmarks as we return to more regular schooling, post Covid lockdowns.

# 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.