

2021 Annual Report

Speers Point Public School



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Introduction

The Annual Report for 2021 is provided to the community of Speers 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.

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School vision

To be leaders in inclusive, innovative and individualised learning.

School context

Speers Point Public School is located on the north side of Lake Macquarie with 210 enrolments in 2021. This has almost doubled the school population over the last four years, leading to an increase in staff and executive. The school's Aboriginal and Torres Strait Islander population is at 10% with 21 students in 2021.

Along with the mainstream classes, Speers Point is proud of our support classes, two MC (Multi-categorical) one IO (Intellectually Moderate) and one Au (Autism). This whole school inclusion is a very integral aspect of the school and is widely regarded, respected and preserved by all community members. With an average FOEI of 111, the community is supportive of the school, and the inclusive ethos embodied in the school.

Over the course of Phase 2 Early Action for Success (EAfS), the school has well-utilised the Instructional Leader position, building collaboration, assessment and data literacy, teacher capacity, along with strong evidence based practices. Once EAfS concludes, the onus will be on building sustainability of practice through further developing the leadership of all staff to provide instructional leadership within their areas of expertise.

Our school has seen major redevelopment over 2019/2020 with the design and construction of new facilities including new administration, hall, library, and five new innovative learning environments. Two existing learning spaces were also refurbished in this style, and the four support classrooms were refurbished to meet student needs.

With the elements within "What Works Best" forming the bedrock of strategies, it is enhanced with approaches towards developing student leadership, innovative learning environments and building student transference of learning. Transference and retention of learning will be developed through a school-wide embedded program based on the concepts of a "toolbox for learning."

Speers Point Public School has firmly embedded learning and wellbeing practices into its whole school and classroom practices with the key expectations of Safe, Respectful, Responsible, Achievers. Speers Point is a proud member of the Lake Macquarie Area Collegiate (L-MAC) community of schools in the West Lake Macquarie area.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise student learning outcomes and personal growth through explicit, consistent and evidence based teaching, underpinned by individualised student data to inform evaluative practice and targeted professional 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.

- Evidence Based
- Data Informed

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$35,317.17

Low level adjustment for disability: \$33,635.40

Socio-economic background: \$27,339.00

Literacy and numeracy: \$2,000.00

Professional learning: \$3,089.00

Beginning teacher support: \$4,771.12

QTSS release: \$21,355.60

Summary of progress

Across 2021, a deep focus on literacy and numeracy, underpinned by strong professional development and quality teaching formed the basis of our school's development within this strategic direction. Key elements supporting progress include:

- Decodables - Decodable readers implemented across all K-2 classrooms from Term 1 2021. Week 15 data (PM reading levels and decodables levels comparative) collected across all K-2 classes. Data was reviewed in Week 6 collaboration day. Professional Learning delivered in Term 2 (week 6 Collaboration day and wk 7 PL session) with feedback from staff attendees with PL having on-going in class support from the IL. IL timetabled in-class support during remainder of Term 2.
Ongoing data analysis at Term 3 and Term 4 Collaboration days.
- 3-6 Writing - Seven Steps - Professional learning for staff in Term 2, coupled with criteria writing assessment. Term 4 included Year 2 exposure prior to Year 3.
- Learning Intentions Success Criteria (LISC) - Further embedding the LISC process into all learning experiences.
- Collaboration days - High focus professional learning and data sharing between staff. 2021 topics including reading, spelling, writing, numeracy and assessment.

The 2021 period of At Home Learning over Term 3 and Term 4 did impede planned learning and development. Intervention for students learning, through ILSP and school based funding was extensively provided through the school. Students were identified through school and individual data, supported and reviewed for continuation of intervention in reading and numeracy.

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
A minimum of 33% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading.	In NAPLAN Reading, collectively 31.7% of Year 3 and Year 5 students achieved in the top two bands. While no Year 5 students achieved in the top two bands, 50% of Year 3 achieved the top two bands.
A minimum of 24% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy.	In NAPLAN Numeracy, 12% of students achieved within the top two bands, this coming from Year 3 with no Year 5 students in the top 2 bands for Numeracy.
Expected growth in NAPLAN Reading	Expected growth in Reading was 44%. Another 30% of students were close

will rise from 65% (2018/19 avg) to 70%	to achieving (within 15%) of their expected growth range and no students demonstrated negative growth.
Expected growth in NAPLAN Numeracy will rise from 49% (2018/19 avg) to 65%	Expected growth in Numeracy was 55%. Another 20% of students were close to achieving (within 15%) of their expected growth range and no students demonstrated negative growth.
<p>Learning</p> <p>Curriculum - focus theme: Teaching & Learning programs (<i>excelling</i>)</p> <p>Assessment - focus themes: Whole school monitoring of student learning (<i>excelling</i>)</p> <p>Teaching</p> <p>Effective Classroom Practice - focus themes - Feedback (<i>sustaining & growing / excelling</i>)</p>	<p>The school engaged with the School Excellence Framework Self Assessment in Term 4 2021 and Term 1 2022 to gauge school improvement against the 14 elements of the SEF. For 2021 Annual Progress measures the school's self-determination of our improvement against the School Excellence Framework included:</p> <ul style="list-style-type: none"> • Curriculum: Teaching & Learning Programs - excelling, an improvement against 2020's <i>sustaining & growing</i> • Assessment: Whole school monitoring of student learning - excelling, an improvement against 2020's <i>sustaining & growing</i> • Effective Classroom Practice: Feedback - sustaining & growing, an improvement from 2020's <i>delivering</i>
<p>Establishing baseline 2020/2021 Term 3 effect size in PAT Reading.</p> <p>(<i>baseline TBA following annual reflection</i>)</p>	<p>The At Home Learning period in 2021 prohibited Term 3 PAT tests as scheduled. As students returned early Term 4 and were engaged with Check-In assessments (3-6) PAT testing was moved back to the 12 month mark to Term 1 2022 which will allow us to determine a full year's effect size.</p>
<p>Establishing baseline 2020/2021 Term 3 effect size in PAT Maths.</p> <p>(<i>baseline TBA following annual reflection</i>)</p>	<p>The At Home Learning period in 2021 prohibited Term 3 PAT tests as scheduled. As students returned early Term 4 and were engaged with Check-In assessments (3-6) PAT testing was moved back to the 12 month mark to Term 1 2022 which will allow us to determine a full year's effect size.</p>

Strategic Direction 2: Innovative Leaders

Purpose

To build the capacity of leadership in staff and students to develop inspirational, effective and reflective practitioners and learners, with a basis of supporting opportunity, change and sustainability.

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.

- Opportunity
- Transformation & Sustainability

Resources allocated to this strategic direction

Socio-economic background: \$14,847.00

QTSS release: \$1,074.00

Aboriginal background: \$4,298.38

Professional learning: \$2,134.00

Summary of progress

Within this strategic direction opportunities were sought to lift the leadership capabilities of staff and students. This was evidenced through:

- PDP process - a formalised process was implemented to give more opportunity for staff to have deeper conversations around development goals, work collaboratively and engage in meaningful observations. Reflection and finalisation led to effective feedback as well as the basis for goals for 2022.
- School Leadership Institute Framework - executive staff were able to access the suit of Professional Learning opportunities leading into a whole staff professional learning around "feed forward" as opposed to "feedback"
- Student Leadership was expended, providing greater opportunities for school leaders. Increase in interest in student leadership roles and the pride in the roles have been evident. There is also an increase in the automatic inclusion of student voice in planning and organising of events, sports, future directions, changes, improvements etc.
- Awabakal Language Program - Whole school PL conducted to support whole staff in delivering Awbakal language program in classrooms, including classroom displays. Whole school displays also included
- Deadly Kids Cultural Group - Language (program and ahead) art, creating, garden and implementing NAIDOC activities including performing. Upwards of 30+ students attending once per week at lunch time (pre at home learning) with predominant attendance from K-2. Other staff have also been involved outside of their regular duties

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
Teaching Professional Standards - Improvement in Practice at <i>Sustaining & Growing</i> Learning & Development - Collaborative practice & feedback and Professional learning to <i>Excelling</i>	The school engaged with the School Excellence Framework Self Assessment in Term 4 2021 and Term 1 2022 to gauge school improvement against the 14 elements of the SEF. For 2021 Annual Progress measures the school's self-determination of our improvement against the School Excellence Framework included: <ul style="list-style-type: none">• Professional standards: Improvement in Practice - sustaining & growing• Learning & Development: Collaborative Practice & Feedback - sustaining & growing• Learning & Development: Professional Learning - sustaining & growing
Successfully delivered PL in strategies supporting future focused learning within Innovative Learning Environments	Future Focused Learning in our Innovative Learning Environments (ILEs) was supported through such professional learning as "Creative and Critical Thinking in Practice" and in class support through a Digital Learning Officer, Wayne Forbes. Further support in ILEs was greatly impacted from Covid

<p>Successfully delivered PL in strategies supporting future focused learning within Innovative Learning Environments</p>	<p>restrictions and At Home Learning period.</p>
<p>Establishing baseline 2020/2021 Term 3 effect size in PAT scores. <i>(baseline TBA following annual reflection)</i></p>	<p>The At Home Learning period in 2021 prohibited Term 3 PAT tests as scheduled. As students returned early Term 4 and were engaged with Check-In assessments (3-6) PAT testing was moved back to the 12 month mark to Term 1 2022 which will allow us to determine a full year's effect size. The following data is reflective of Term 1 2021 to Term 1 2022, a full year's measure for which we can establish future growth targets.</p> <p>Year 1 2021 - Beginning of 2021 22% measured at or above PAT Band 6 target. In 2022 cohort measured 89% at or above Band 7 target with an average effect size of 3.34</p> <p>Year 2 2021 - Beginning of 2021 32% measured at or above PAT Band 7 target. In 2022 cohort measured 60% at or above Band 8 target with an average effect size of 0.47</p> <p>Year 3 2021 - Beginning of 2021 52% measured at or above PAT Band 8 target. In 2022 cohort measured 78% at or above Band 9 target with an average effect size of 0.82</p> <p>Year 4 2021 - Beginning of 2021 55% measured at or above PAT Band 9 target. In 2022 cohort measured 64% at or above Band mid 9/10 target with an average effect size of 0.87</p> <p>Year 5 2021 - Beginning of 2021 21% measured at or above PAT mid Band 9/10 target. In 2022 cohort measured 42% at or above Band 10 target with an average effect size of 1.15</p> <p><i>* effect size of 0.4 is indicative of a year's growth</i></p> <p>Year's data indicates positive growth in reading across all cohorts, with a significant increase in the Year 1 and Year 5 cohorts. While we do not have a Term 1 to Term 3 measure, the full year still accurately accounts for learning in Reading across the period and establishes baseline data from Term 1 2021 results, as well as a mark of effect size. This data will be used to update annual progress measures for the remainder of this school plan cycle.</p>
<p>Teaching and learning programs show evidence of Aboriginal perspectives included in KLAs .</p>	<p>Aboriginal Perspective Learning sprint was started in early Term 3 with initial momentum. Shortly after the At Home Learning period began and broke this momentum in the sprint. Kindergarten continued in home learning in Mathematics lessons. Following from partnership agreement, whole school cultural PL is required before another sprint is attempted.</p>

Strategic Direction 3: High Expectations Culture & Transference

Purpose

To cultivate challenge, aspiration and active partners to connect, give meaning to and enrich 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.

- Connect & Drive
- Succeed & Thrive

Resources allocated to this strategic direction

Socio-economic background: \$56,906.00

Low level adjustment for disability: \$1,284.56

Summary of progress

The strategic direction aims to support the ongoing wellbeing of students, with strong focuses on student attendance and support learning goals.

- Attendance - Attendance data reviewed via LST and with HSLO (several times in the term). As a result from audit the SMS system covers whole day absences, but was suggested to use to cover morning lateness. As a result, a separate SMS alert is sent to parents when a child is late to school without explanation. This has already resulted in several students who parents thought were at school on time, and support to ensure on time arrivals. Following At Home Learning period, school worked with families to support the positive return of all students. Actual attendance data is not a fair representation of practice given the 10 weeks of at home learning, with parent directives to keep students at home with any symptoms when face to face learning was in place.
- PBL / Wellbeing - 2021 had the highest number of staff actively engaged as the PBL team, with approx 9 staff attending each meeting. Positive systems were altered to be deliverable through AHL, including virtual mac money to reward and promote positive engagement in learning. Parliament / SRC improved student voice in PBL rewards and systems. 2021 demonstrated a significant decrease in behaviour incidents (3555 down to 279), both years with At Home Learning periods, coupled with an increase in student population in 2021.
- Student Led 3 Way Conferences - 75% of students represented via 3 way conference in Semester 1. A mixed approach supported attendance, with an online booking system working well for face to face meetings. There is still a mindset shift to support, as some parents still view it as traditional parent-teacher interviews. All students had personal learning goals on their Semester 1 reports, which included progress towards these goals, and next steps. Semester 2 follow-up was conducted just prior to and at the start of At Home Learning via Zoom and Phone calls with a similar uptake. Attendance "heat-maps" were included to demonstrate current attendance patterns. Where meetings did not occur, heat-maps were sent out.

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
Proportion of students attending 90% of the time or greater will rise from 77.5% to 81.1%	The 2018 baseline data of 77.5% dropped to 56.2% in 2019, with a rise to 66.75% in 2021. However, given the impacts on attendance from COVID, data has been impacted through this time.
Increase "Sense of Belonging" from 71.79% to 78% Increase "Advocacy at School" from 86% to 89% Maintain or better "Expectations for Success" at 94.87%	Data collected through the Tell Them From Me surveys (Years 4-6) demonstrate a positive trend in all three target areas. <ul style="list-style-type: none">• Sense of Belonging rose from 71.79% to 72.41%, a minor increase yet above state average of 65%• Advocacy at School rose above target from 86% to 91.38% against the state average of 70%• Expectations of Success met target with a small increase from 94.87% to 97% against the stage average of 85%

<p>Learning</p> <p>Learning Culture - focus theme: Attendance</p> <p>Curriculum - focus theme: Teaching & Learning programs (<i>excelling</i>)</p>	<p>The Learning Culture - Attendance theme was determined to be <i>Excelling</i> for the 2021 period. Despite Covid impacts, community responded well to our approach to Attendance and Attendance concerns.</p> <p>The Curriculum - Teaching & Learning programs theme was determined as <i>Excelling</i> for 2021. A move to collaborative, online programming has improved practice, with staff development in feedback and feed-forward. Class programming via Teams Teaching & Learning programs continues to be a focal point in 2022 as we move into the new English and Maths Syllabus.</p>
<p>70% of parents and students engage with goal development sessions.</p>	<p>We measured approximately 75% of parents were engaged with goal development sessions, most popular being attended through younger years and PLSP meetings.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$28,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Speers Point Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: Continued confidence and growth in student reading and numeracy outcomes. Improved academic/social/emotional outcomes for students which has resulted in improved positive peer relationships in a range of school settings.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue planning and programming where teachers build the capacity of SLSOs to implement quality differentiated programs in reading and numeracy. All staff ensure that student PLSPs are regularly reviewed to ensure they are relevant to student needs.</p>
<p>Socio-economic background</p> <p>\$99,092.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Speers Point Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Succeed & Thrive • Evidence Based • Connect & Drive • Data Informed • Opportunity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs • Kindergarten is highly supported in the transition and start to school with additional SLSO support through Term 1 between the two Kinder classrooms. • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through to support student learning • supplementation of extra-curricular activities • targeted professional learning literacy/numeracy <p>The allocation of this funding has resulted in: Student growth as evidenced through NAPLAN, Check-In and reported PAT testing data. Teaching and learning programs across the school reflect adjustments to meet individual needs, that ensure students are challenged and improve learning.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Socio-economic background</p> <p>\$99,092.00</p>	<p>Ongoing support for the social, academic and emotional goals of students, supported through staff professional learning, support staff allocation and resources.</p>
<p>Aboriginal background</p> <p>\$17,663.38</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Speers 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Transformation & Sustainability • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: SLSO intervention support was provided to support the student goals from PLPs. Class teachers guided SLSO in working towards goals in a group approach to student support. The work on these goals were primarily academic. Student goals were also addressed through the Deadly kids and language programs in supporting cultural knowledge and understanding.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued support through identified strategies.</p>
<p>Low level adjustment for disability</p> <p>\$52,353.96</p>	<p>Low level adjustment for disability equity loading provides support for students at Speers Point Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Based • Connect & Drive • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Ongoing intervention for identified students through small group tuition. Given the pandemic interruptions for pre-kinder, additional support in Term 1 was provided to facilitate a strong start to the beginning of Kindergarten.</p> <p>After evaluation, the next steps to support our students with this funding will be: High level support for identified students in line with our school vision of inclusive, individualised and innovative learning.</p>
<p>Literacy and numeracy</p> <p>\$4,108.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Speers Point Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$4,108.05</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Based • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: Providing rich resources and professional learning around literacy and numeracy</p> <p>After evaluation, the next steps to support our students with this funding will be: Providing ongoing support in literacy and numeracy</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,907.80</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Speers Point Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in: Teacher capacity has been strengthened in literacy and numeracy after working side by side with the Instructional Leader</p> <p>After evaluation, the next steps to support our students with this funding will be: EAfS has been discontinued at the end of 2021. A new Assistant Principal Curriculum & Instruction will support all teachers K-6</p>
<p>QTSS release</p> <p>\$33,587.43</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Speers Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed • Opportunity • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Staffing structures and timetables allowed for additional release for coaching and mentoring, staff received ongoing support from both the Instructional Leader and the principal and work in collaboration with each other.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>QTSS release \$33,587.43</p>	<p>funding will be: To continue to timetable regular opportunities for staff collaboration.</p>
<p>Literacy and numeracy intervention \$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Speers Point Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Based <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: Small group instruction has enabled students to develop further literacy and numeracy skills in a differentiated approach.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will not be continued in 2022</p>
<p>COVID ILSP \$103,249.80</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: Small group instruction has enabled students to develop further literacy and numeracy skills in a differentiated approach.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	84	94	101	125
Girls	54	61	66	88

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.3	93.9	94	94.2
1	92.4	91.6	92.8	93.4
2	94.1	88.7	94	92.2
3	92.3	89.1	90.9	92.2
4	94.8	89.2	90.8	90.3
5	90.7	85	91.5	90.1
6	93.3	92.3	90.8	90.8
All Years	92.9	90.4	92.4	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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.49
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.32

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2021 Actual (\$)
Opening Balance	147,029
Revenue	3,361,870
Appropriation	3,301,918
Sale of Goods and Services	23,791
Grants and contributions	35,270
Investment income	91
Other revenue	800
Expenses	-3,344,922
Employee related	-3,041,110
Operating expenses	-303,812
Surplus / deficit for the year	16,948
Closing Balance	163,977

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	27,769
Equity Total	161,221
Equity - Aboriginal	17,663
Equity - Socio-economic	91,204
Equity - Language	0
Equity - Disability	52,354
Base Total	2,455,250
Base - Per Capita	47,528
Base - Location	0
Base - Other	2,407,722
Other Total	493,481
Grand Total	3,137,722

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me

Student Voice

When analysing the data from Tell Them From Me it was taken into consideration that the only student voice represented came from students in years 4-6, mainstream enrolment. As this is the smallest cohort present within the school, an internal survey was created and conducted (based on the areas of 'Advocacy, Expectations, Belonging'). The survey was completed by Yr 4-6 students from each class across the whole school, inclusive of Support Unit enrolments.

Data collected through the Tell Them From Me surveys (Years 4-6) demonstrate a positive trend in all three target areas.

- Sense of Belonging rose from 71.79% to 72.41%, a minor increase yet above state average of 65%
- Advocacy at School rose above target from 86% to 91.38% against the state average of 70%
- Expectations of Success met target with a small increase from 94.87% to 97% against the stage average of 85%

Teacher Voice

Again, when analysing TTFM data, it was noted that only a very small sample of teaching staff completed the survey. Another survey, focusing on the themes of 'Connect, Succeed, Thrive' was created and completed by the entire teaching and SLSO staff. The data from this survey clearly indicated that teachers believe students require additional support in the areas of self-regulating emotions and resilience.

Community Voice

2021 TTFM Parent data indicated that community has responded in all areas of the TTFM survey above the state average or norms. In particular, data reflected high perceptions of the school in the areas of Safety at School, Inclusivity and Supporting Positive Behaviour. While still above state, the area of communication is an area to focus ongoing improvements for 2022.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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