

2021 Annual Report

Point Clare Public School



4050

Introduction

The Annual Report for 2021 is provided to the community of Point Clare 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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Message from the principal

The 2021 school year was once again an extremely challenging year for all schools in Australia due to the impacts of the COVID-19 pandemic. Having endured the very difficult experience of the 2020 pandemic, our teaching and administrative staff extended their outstanding organisational skills and became even more adaptable in their roles in 2021. Our teaching staff transitioned to a dual model of facilitating remote learning via google classroom and provided comprehensive paper booklets for the families with limited access to technology in the family home. As a school we facilitated both an adaptable model of working from home for teachers and face to face lessons for children of essential workers. It was an enormous challenge and required agile leadership across the school. I am extremely proud to say that my team at Point Clare Public School once again stepped up to the mark and did a fabulous job under very trying circumstances in 2021.

One of the greatest hurdles for our school was the COVID -19 restrictions placed on all of our volunteers, contactors, parents and carers and SRE/SEE providers. These restrictions greatly reduced the valuable contributions that these essential parts of our school community usually make to the school. As we move forward, the school will continue to value our community's support and look forward to being able to welcome the community back into our school in 2022. I would like to publicly acknowledge the behind the scenes support provided by our P&C, led by Mrs. Janaki Selverajan. The school values the P&C's contribution and we eagerly look forward to working together to replace the playground equipment in the bottom playground as a major project for 2022.

For the students continuing on at Point Clare Public School in 2022, I want to thank you for continuing to make our school the great place that is. To the outgoing Year 6 students we wish you all the very best for your continued success at high school. On behalf of the school community I thank you for upholding our school values of respect, responsibility and personal best to the highest of standards.

As a school we have achieved outstanding academic results once again in 2021. Our internal and external data continues to clearly demonstrate a positive upwards trend since 2016 and despite the pandemic, our 2021 internal data also reflects that the improvement measures within our current school plan are being addressed. Congratulations to all of you and thank you for the ongoing contributions that you continue to make for our wonderful school.

Mr Scott Campbell (M. Ed)

Principal

School vision

At Point Clare Public School our community's vision for the school is to provide an inspiring and nurturing environment that encourages and values students achieving to their full academic and personal potential in an inclusive school community. Our staff, parents and students work collaboratively to foster a culture of high expectations and a strong sense of belonging for all students. At Point Clare Public School every student is known, valued and cared for.

School context

Point Clare Public School is a unique learning environment situated on the western side of Brisbane Water on the NSW Central Coast. The school was significantly upgraded via a \$9m project build over the period 2014 - 2016. The school is now a dynamic, personalised and connected learning environment that incorporates 21st Century learning pedagogy and includes several open flexible learning spaces. The current enrollment of 533 students includes 17 Aboriginal students and 63 EAL/D students from the communities of Point Clare, Koolewong, Tascott and part of West Gosford. The school community's vision for Point Clare Public School is currently underpinned by a strong professional development program for staff, a whole school Visible Learning - School Impact Program and the consolidation of the Positive Behaviour For Learning program. Point Clare Public School is an active member of both the Gosford City Learning Community and the Cooinda AECG.

As part of our participation in the LEED (Leading Evidence, Evaluation and Data) project and our annual school reflection processes, we conducted a situational analysis of our school during 2020. In 2021 we again conducted a situational analysis as part of our continued monitoring of our SIP. Each situational analysis has allowed our executive team to develop a rich and highly contextualized understanding of our school's current situation. We have looked inward, outward and forward through this process and as a result we have identified three strategic directions for our school. These are:

1. Student growth and attainment.

Point Clare Public School has achieved impressive NAPLAN results since 2016, with a clear upward trend in the overall % of students achieving in the Top 2 bands of NAPLAN. Our required system-negotiated targets for Reading, Numeracy, Aboriginal student achievement, attendance and well-being reflect our school's high expectations culture. These targets will be complemented by a strong focus on the improvement of our NAPLAN writing results.

2. Enhanced Teacher Capability.

All staff at Point Clare Public School unpacked the High Impact Professional Learning (HIPL) self assessment tool. As a staff we have identified that continuation of our Visible Learning journey was a valuable exercise for all staff. We also identified two HIPL themes to focus on. These are: "Professional learning is driven by identified student needs" and "Professional learning is continuous and coherent". Our shared goals are to ensure that the most effective evidence based teaching methods are employed across the school and that staff will demonstrate, collaborate and share their expertise.

3. Authentic Community Consultation.

A deeper dive into our Tell Them from Me survey results and strong feedback from our community via the Family School Partnerships Framework survey helped us to identify two main elements for the school to improve. These are "Connecting learning at home and at school" and "Consultation on decision making". Our shared goal is to achieve higher levels of community satisfaction and community engagement.

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 | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

The implementation of evidence based teaching and learning programs in all Stages of learning for reading, writing and numeracy will build strong foundations for academic success for all students. We will develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

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.

- Effective Numeracy Practices
- Effective Literacy Practices
- Aboriginal Reconciliation Action Plan
- Well-being Initiatives
- Attendance Initiatives
- Effective Intervention Practices in Literacy and Numeracy

Resources allocated to this strategic direction

Literacy and numeracy: \$19,999.00

English language proficiency: \$26,392.00

Low level adjustment for disability: \$18,455.00

Literacy and numeracy intervention: \$70,634.00

Aboriginal background: \$13,593.00

Socio-economic background: \$4,000.00

Summary of progress

EFFECTIVE LITERACY PRACTICES

This year in K-2 we have continued to implement a Structured Literacy approach to the teaching of phonics, with Early Stage 1 focusing on phonemic awareness, and Stage 1 the explicit teaching of phonics, at the students' point of need. In Term One 44 % of Early Stage One students could orally segment words of two or three phonemes. By Term four even despite the interruptions due to COVID, 91 % of students could now complete this task. This has shown us that this component of our Structured phonics is worth continuing into next year. Moving forward we aim to create a systematic approach between these stages linking a new K-2 phonics scope and sequence. This includes Phonemic Awareness talks using the Heggarty's program and phonics talks. We have also started improving our tracking data by using the departmental assessments in ALAN which enables us to automatically track progress across the stages in PLAN 2.

In 3-6 teachers used the CARS/STARS program to drive personalised reading. Progress has been limited this year due to remote learning and students not having regular access to devices or technology. Based on reflection from our teachers we have decided to discontinue our use of this program and the FOCUS reading program. Moving forward we will look at providing ongoing professional learning and support to teachers to improve their knowledge and skills with the Literacy Progressions to set individual and personalised reading goals for students and drive the guided and explicit teaching of reading skills in classrooms.

In 2021 we continued to implement Seven Steps in our writing programs. This year the data from program did not see improvement in writing in K-2, with impacts from COVID lock downs having a significant impact on learning. End of year staff reflection of the program also indicated that teachers felt there were areas of early literacy development that the program did not address, which had been come more apparent during 'learning from home'. In contrast, our Year 3 writing data continues to impress with or average NAPLAN writing score has improved significantly from the 2019 average score (416.1) to the 2021 average score (429.8). Our Year 5 writing data yet again shows a minor contraction in terms of scaled growth but on a much smaller scale reducing from 54.8% in 2019 to 53.4% in 2021.

This year the Sound Waves spelling program was a success through CTJ and the observation across both Stage 2 and 3. It showed that students achieved a sound understanding of the weekly cycle and the consistency across the school was positively acknowledged by parents and carers during remote learning in begin able to engage in spelling conversations at home. The ability of students to segment words and select the correct grapheme to represent the sound was evident in class discussions, group work and independent activities. The transfer of skills from the program is also evident in their weekly writing samples. The ability to reassess students was not a possibility as remote learning made it challenging to reassess as a cohort. We are continuing with the program as teacher and parent feedback suggest that students are engaged and making significant improvements. Face to face professional learning was

valuable in providing staff with the specific knowledge and skills to teach the program effectively.

EFFECTIVE NUMERACY PRACTICES

In K-2 this year we have had two teachers undertake professional development in the NSW Mathematics Strategy, Starting Strong course. This has provided these teachers with targeted information and skills around the big ideas and concepts underpinning Mathematics Learning and linked them to specific Mathematics resources created by the Department of Education. Moving forward in 2022 the Scope and sequences for Mathematics are being revised to reflect the research of big ideas and concepts in Mathematics. Class teachers will receive professional development in Mathematics to further develop their skills in teaching the big ideas and concepts in the early years. Each class will be provided with a set of Mathematics equipment for use during lessons. This will further enable consistent development of concepts across all stages of learning.

This year in grades 3-6 we have had 6 students participate in the Quicksmart targeted numeracy intervention program to improve their recall of basic mathematical facts and operations. This program has been run by our LaST and 3 staff members have attended 3 training sessions throughout the course of 2021 and will complete their training in Term 1 of 2022. Despite the disruptions with remote learning this program continued in a modified fashion throughout Term 3 which has had an impact on some of our data collection and tracking for students.

All students who participated in the program have demonstrated consistent growth and improvement in their accuracy and recall speed of basic addition facts from 1-12. All students have reached the benchmarks of 100% accuracy with a recall speed below 2 seconds for their given program. All students have completed a targeted, individualised learning program to consolidate their retention of basic mathematics facts for addition, subtraction, multiplication and division. This program has been run Monday - Wednesdays with students taking part in paired sessions for 30 minutes with a Quicksmart Instructor. Additionally, one staff member (Aaron Johnston) completed a professional learning course in Instructional Leadership in preparation for a 0.4 FTE role as an Instructional leader in mathematics in 2022.

ABORIGINAL RECONCILIATION ACTION PLAN

Due to the pandemic the RAP action team was not able to move forward with our reconciliation action plan and it's associated fourteen action items. These will be revisited and monitored in 2022 through the use of the "Narragunnawali" platform which will drive our work in Aboriginal Education. We will also embed Aboriginal and Torres Strait Islander perspectives into all classroom learning programs through the use of the Wingaru Kids platform and professional learning modules for all staff.

WELL-BEING INITIATIVES

In 2021, Learning Support processes were revised in collaboration with staff. The referral process and scheduling of LST meeting was strengthened in 2021. In addition, Professional Learning in Learning Support was facilitated, with teachers reporting that they would like more support in this area through a teacher survey at the end of 2021. From the 22 responses, 91% of teachers reported that they would like continued support in this areas through PL in 2022. Review meetings were also re-calibrated as they had been previously conducted with the teacher over the phone. The new process saw a team of people including the LST coordinator, class teacher, external providers and parents/carers included in a face to face discussion. Although these were conducted via Zoom due to COVID restrictions, through the parent survey, 100% of parents/carers were pleased with the allocation of time to discuss their child and would like these meetings to continue in this way in 2022. In 2022, continued PL will be scheduled for Learning Support in response to the areas identified by teachers as areas for learning in their own career development. The Assistant Principals were also provided with targeted PL facilitate by an experienced LaST from a local school, to up-skill them in the areas of observational tools to support data collection. More targeted support with the APs and LaST will be rolled out in 2022.

Smiling Minds will continue in 2022, as the roll-out was interrupted by home learning in 2021. We have purchased the complete school Smiling Minds package as well as professional learning packages for teachers and workshop sessions for parents/carers including sessions based on Trauma Informed Practice. The Getting on Track in Time K-2 program will now be implemented in 2022, as the program was not able to proceed in 2021 due to home learning.

ATTENDANCE INITIATIVES

In 2021, the staff were exposed to PL around the recently released attendance policy. Without clear processes in place for Attendance Monitoring and some staff misunderstandings about their responsibilities, a new flowchart was collaboratively developed with staff. This allowed staff to develop a deeper understanding of the attendance policy and the processes of monitoring student attendance. Feedback from the HSLO in 2022 confirmed that our processes were clear and appropriate and she requested a copy of what we had developed to show her colleagues and other schools as a model of good practice. Attendance data for 2021 was significantly affected by COVID and 13 weeks of home learning therefore we have not reached our target in 2021.

EFFECTIVE INTERVENTION PRACTICES IN LITERACY AND NUMERACY

As part of the range of supports provided during the pandemic, the school was the beneficiary of \$130,291.41 from the COVID intensive learning support program (COVID ILSP). The intention of the program was 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 our school Learning & Support Team as most likely to benefit from additional support in 2021. Five tutors were employed under this initiative and each Stage of learning was responsible for developing their own support plan for the identified students in their respective Stage. All tutors provided 4 hours of support Monday to Wednesday. The tutors created multiple learning environments for students during the pandemic. The levels of engagement varied significantly from family to family.

In 2022, a whole school 'Intervention Plan' to target Tier 2 and 3 students in literacy and numeracy will be implemented. The funding allocated by the COVID ILSP program was reduced and resulted in the employment of two staff (5 days in total) to implement these programs to Tier 2 students. In addition, our allocated LaST (working 0.6 FTE) will also support the Tier 2 students.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|--|--|
| Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated target baseline of 50.9%. | Overall our NAPLAN Reading results for 2021 are tracking above the annual trajectory for the upper bound target of 56.78% with an average of 57.33%. In K-2 this year our students have been tracked every 5 weeks on their PM reading levels to evaluate growth. At the end of Year 2 we have had 57% of students achieving PM level 24 and above, an increase of 33% since the start of the year. In Stages 2 and 3 we will be moving away from using Comprehensive Assessment of Reading Strategies (CARS). Our focus will be on supporting classroom teachers to improve their skills in the explicit teaching of reading using PLAN 2 and the literacy progressions to support individualised learning. |
| Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated target baseline of 33% | Overall our NAPLAN Numeracy results for 2021 are tracking above the annual trajectory for the lower bound target of 36.70% with an average score of 38.16% in the top two bands. The Instructional leader pilot is expected to provide impetus for an upper bound improvement in 2022 for the 3-6 grades.. In K-2 we had two staff members leading the Starting Strong initiative with the aim of developing improved number sense in line with the new K-2 syllabus next year. We have started the process of implementing the iFSR-NP in ALAN in Semester 2, with the aim of adding this to our assessment schedule at regular intervals so that we can track progress throughout the year on the Numeracy progressions. |
| Aboriginal student achievement: Increase the % of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy. | Upon reflection and analysis of the results of our Aboriginal students we can see that they are consistently achieving in the top 3 NAPLAN bands in reading and numeracy. In Year 3 we have 60% achieving in the top two bands in reading and 100% achieving in the middle two bands for numeracy. For Year 5 we 100% achieving in the middle two bands for reading and numeracy. |
| Increase the percentage of students achieving expected growth in NAPLAN Reading to be above the system-negotiated target baseline of 61.1%. | We have achieved above the annual trajectory lower bound target for expected growth in reading with a result of 64.52% of students reaching expected growth in reading. This is slightly below the agreed lower band of 65.7%. To address this deficit in Stages 2 and 3 we will stop using FOCUS Reading Comprehension series and the CARS/STARS program. Our focus in 2022 will be on supporting classroom teachers to improve their skills in the explicit teaching of reading using PLAN 2 and the literacy progressions to better support individualised learning. |
| Increase the percentage of students achieving expected growth in NAPLAN | In 2021 our expected growth result for numeracy is 57.14% which is slightly below the 58.03% lower bound annual trajectory target. Moving into 2022 |

| | |
|---|--|
| <p>Numeracy to be above the system-negotiated target baseline of 55.1%.</p> | <p>we will have an Instructional Leader role in place working across all Stages of learning K-6 with a focus on supporting teachers to develop and improve their teaching, assessment and differentiation in numeracy.</p> |
| <p>Achieve uplift of Tell Them From Me (TTFM) data Sense of Belonging from 71% towards target baseline of 85.6%</p> <p>Advocacy @ school maintains higher performance than NSW Govt norm - 89%</p> <p>Expectations for success maintains the upper bound target for well-being of 95.1%</p> | <p>After reviewing the 2020 TTFM data the school executive contacted the TTFM team for a more detailed breakdown as to why the school results for sense of belonging had dipped so abruptly. The more detailed results indicated that the majority of EAL/D students had found it difficult to establish new friendships as part of their transition into our school during the pandemic period.</p> <p>To further address this area in 2021 our executive staff conducted the EPOCH survey of Adolescent Well-being which measures respondents answers for questions relating to engagement, perseverance, optimism, connectedness and happiness (EPOCH). The results from this survey indicated a higher levels of sense of belonging among years 4-6 than the TTFM survey with 78% of students responding that they felt that they belonged at the school.</p> <p>All classes K-6 have been following the Smiling Minds program into their weekly timetables in order to promote and develop the well being of all students. All staff have participated in a complete induction course for Smiling Minds and we have two staff trained as Master Coaches.</p> <p>Our TTFM data for 2021 indicates that:</p> <p>Our Sense of Belonging data has improved from 71% to 75% but still below the target baseline of 85.6%.</p> <p>Our Advocacy @ school data has slipped slightly to 80% but we have maintained a higher performance than the NSW Govt norm of 77%.</p> <p>Our Expectations for success data has slipped slightly and is 97.53% almost matching the upper bound target of 97.89%.</p> |
| <p>Attendance Targets: maintain three year average student attendance rate above 83% baseline</p> | <p>Due to the pandemic, we experienced significant difficulties connecting with a considerable percentage of families. Teachers were required to call each student's home each week of remote learning and in many instances were unable to regularly connect. Records of phone conversations were recorded in the SENTRAL well-being module. Many families reported difficulty with sharing internet resources in their homes. Face to face attendance rates during the pandemic were as low as 50 students at school. Our overall attendance rate for 2021 was 79.53% which is below our lower bound target of 85.15%.</p> |

Strategic Direction 2: Enhancing Teacher Capability

Purpose

The implementation of a school-wide teacher professional development program that focuses on strengthening student achievement by improving teacher quality under the framework for High Impact Professional Learning (HIPL). Our focus will be on individual professional development that supports our school strategic vision and priorities whilst also supporting our staff to effectively plan for and evaluate their impact on the learning of their students.

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.

- Visible Learning: School Impact Program
- High Impact Professional Learning Program

Resources allocated to this strategic direction

Professional learning: \$8,633.00

School support allocation (principal support): \$28,734.00

Summary of progress

VISIBLE LEARNING - SCHOOL IMPACT PROGRAM

Visible learning continued to be a focus for PCPS even despite home learning. Teachers ensured that LISC was embedded into home learning via booklet and online platforms. TPL for the later part of 2021 focused on a balanced assessment approach with embedded LISC. Survey data captured within the Visible Learning matrix indicates that teachers are feeling confident and comfortable with the development of learning goals and intentions for wider groups of students, which is evident and on display in classrooms. Unfortunately all professional learning for Visible Learning with Corwin Australia was restricted to online and zoom platforms in 2021. However, a range of courses were attended including specific sessions relating to Literacy, Mathematics, Making Learning Visible and Feedback.

In 2022, TPL will move towards teachers identifying small group LISC and backward mapped programming which includes these group based LISC which are fluid and flexible. A particular focus for visible learning through PL in 2022 will be in Maths and the development of a consistent programming and teaching model which encompasses small group delivery at point of need with specific LISC for each group. Additionally, we will be developing our feedback processes in terms of task feedback and also in relation to developing processes for incorporating peer feedback.

HIGH IMPACT PROFESSIONAL LEARNING PROGRAM

In terms of "Professional learning focused on student progress and achievement", 2021 saw a change in direction for professional learning away from being purely about teacher identified professional development and a more strategic approach that being used to support teachers to address student underachievement and drive student progress and achievement. This included a more stringent review of the writing programs used across the school including - Seven Steps, Structured Literacy, L3 and Big Write. Teachers expressed through stage meetings, the aspects of each program they found beneficial for themselves and for students. A team of 10 staff in Term 4, 2021, attended the Big Write/VCOP training in writing, to look at aspects of this program, which the majority of staff were interested in. The aspects of this training that the executives found useful, were collated for use and PL development and delivery in 2022. It was identified that writing was taught with some inconsistencies across the school and needed reviewing with a greater focus on LISC and quality modelled, guided and independent practices.

Reflection from executive staff following training with Anita Chin, and involvement in the Big Ideas and Maths Strategy initiatives resulted in the development of PL around differentiation in maths. With a significant percentage of teachers at PCPS in earlier years of their teaching career, executive team and the Instructional Leader developed high quality PL detailing the research and four areas of quality differentiation, with a focus on mathematics. Throughout 2022, a consistent approach to Maths PL will continue, with skill building throughout the year in PL sessions as well as a focus on differentiation and LISC during IL class support sessions.

In terms of our initiatives targeting the element "Professional learning is continuous and coherent" it is apparent that all staff now have a shared understanding that there is a link between the goals articulated in their individual PDPs and professional learning activities undertaken during the year. Due to our participation in the LEED project our executive team have a deeper understanding of the processes required to successfully review the school's progress against the key priorities described in the school's Strategic Improvement Plan using relevant data. Through the LEED program our

Assistant Principals have developed the ability to conduct deeper analysis of our student data which has then determined the direction of ongoing professional learning needs of our teaching staff. An additional benefit of this has been a narrowing of the teacher's focus on a far more limited number of evidence-informed strategies which we believe will deliver medium to long term growth in teaching practice and student progress and achievement.

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 |
|---|---|
| Introduce the calculation of Collective teacher efficacy (CTE) for all staff. Learning goal is to achieve a minimum effect size of 0.4 per calendar year as measured by the Teacher Efficacy Scale (TES). | <p>Baseline data for the CTE survey of 12 questions scored from 0 to 9 indicates that Point Clare Public School teachers have a shared belief that they are collectively stronger in the delivery of "instructional strategies" with a mean response of 7.13 out of 9 compared to their management of "student discipline" for which the mean response was lower at 6.81 out of 9.</p> <p>In terms of the 12 survey questions, the lowest scoring question was "How well can teachers in your school respond to defiant students? 199. This was followed by "How much can teachers in your school do to help students think critically? 209 and in third place was "How much can school personnel in your school do to control disruptive behaviour?" 215. The highest scoring question was "How much can your school do to help students feel safe while they are at school?" 257.</p> <p>The survey will be conducted again in Term 4 - 2022 to determine the effect size of our various programs targeting teacher capability.</p> |
| Evaluation of the SEF-SAS indicates that we are maintaining "Delivering" for "Data Skills & Use" and "Learning & Development" in the Teaching Domain. | The executive staff have actually ranked the school as Sustaining and Growing for both elements in 2021 during the annual review process. The executive team believe that the staff have taken significant steps forward in 2021 particularly in "Data Skills & Use". This is largely due to our participation in the LEED project which has helped the Assistant Principals to build the capacity of their Stage teams to use data effectively to evaluate their students understanding of lesson content and assessment tasks. |
| SCOUT dashboard data for Professional Learning Per Employee improves from 2021 baseline of 3.17 hrs per employee to 6.34 hrs per employee. | According to the SCOUT data we are averaging 2.44 hours of professional learning per employee. This is statistically incorrect. All staff (Teaching & SASS) completed on average over 21 hours of professional learning in 2021. The data source needs to incorporate both MyPL and NESA to have any validity moving forward. It is currently not capturing the data correctly. |
| All staff are to reflect on the 5 elements of High Impact Professional Learning (HIPL) School Self assessment Tool and the results are to be collated by the executive staff. | Our results for 2021 indicate that on balance our staff believe we are at "Sustaining and Growing" for four of the five (5) elements of the HIPL self assessment tool. For "Professional learning is continuous and coherent" our shared staff belief is that we are still at "Delivering". To move us forward to the excelling statement, our executive team has identified that we need to ensure that our school based professional learning is more strategic and consistently delivered. This will ensure that each teacher understands the link between professional learning and school improvement. |

Strategic Direction 3: Authentic Community Engagement

Purpose

To further develop staff capabilities in fostering and promoting effective and genuine community engagement. This will be achieved by concentrating our collaborative efforts into addressing the key dimensions of the Family School Partnerships Framework. There will be strong focuses on connecting with our Aboriginal community, the Cooina AECG and the Point Clare Public School P & C Association.

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.

- Connecting learning at home and at school
- Consultation on decision making

Resources allocated to this strategic direction

Socio-economic background: \$5,000.00

Professional learning: \$5,000.00

Summary of progress

Following the 2020 pandemic our executive team looked for a survey tool that could help us to make more authentic connections with our school community. After significant research and consultation with our schools, our leadership team identified the Family School Partnerships Framework survey as an ideal tool to frame our planning around. From the survey data we identified the two elements that we needed to address the most urgently. These being "making connections between the school and home" and "consultation in decision making" as the key areas for the whole school to address.

CONNECTING LEARNING AT HOME AND AT SCHOOL

Learning from home brought many challenges for staff and families. For many older staff the professional learning undertaken in 2020 around Google classroom and Zoom was an abrupt and sizable change to their teaching practice. During 2021 many staff reported that they felt better prepared to support learning from home based on the previous year's work. Unfortunately, nearly 40% of our families reported that their home internet was not sufficient for all members of the house to participate in working from home and daily zooms with teachers for the children. This required remarkable levels of timetabling across Stages by our staff to support families. Additionally, our Stage teams created paper work booklets for students and families who could not use the google classroom environments. The management of the booklet distribution and collection was a tremendous achievement by the school staff.

SENTRAL PARENT PORTAL

During the COVID pandemic significant lockdowns resulted in the Sentral parent portal APP being used less than was planned. When students returned from home learning in Term 4, our focus was on attempting to re-engage parents/carers with this platform. In 2022, PCPS will move away from the use of the Class Dojo platform for parent/carer communication and solely use the Sentral parent portal. PL will occur during Term 1, 2022 to ensure all staff are trained in the use of this system.

STUDENT LED CONFERENCING AND CONNECTION WITH HOME AND SCHOOL

Again, significant time in lockdown and home learning, resulted in us not being able to hold face to face meetings with parents for student-led conferencing. However, teachers spent significant time calling and Zooming with parents/carers instead, to ensure home-school connections. In 2022, we plan to hold these face to face where possible. As our staff were facilitating Home Learning for up to 15 weeks, we developed clear guidelines around the support and contact required with families to establish and maintain quality relationships with families, students and teachers. Teachers made regular phone calls to parents and students as well as the online contact through teaching platforms.

CONSULTATION IN DECISION MAKING

One of the greatest challenges in achieving our improvement measures in this strategic direction was the restrictions placed on schools in terms of access to the school site. For extended periods we could not get trades people or volunteers onto the school site thereby making many of our planned activities redundant. Extensive consideration was given to the possibility of making decisions for both the Reconciliation Action Plan and the sustainable Kitchen Garden

Program via zoom or Teams meetings. However, the simple fact that we could not get the students, visitors or contractors on site meant that the two initiatives were paced on hiatus for the interim.

RECONCILIATION ACTION PLAN

Due to the impacts of the pandemic the Aboriginal Education Action Team was unable to move forward on the majority of their planned fourteen (14) initiatives in 2021. The sole highlights were the NAIDOC event held at our school for the Gosford Learning Community and the Cultural Immersion course attended by four staff at the Gibberagong EEC.

KITCHEN GARDEN PROGRAM

The sustainable Kitchen Garden program was significantly hindered by the pandemic with parents and trades people prohibited from entering the school site for extended periods of 2021. It was difficult to maintain the program with staff working remotely and GAs not working consistently on site to tend to the plants. It is expected that the program will resume 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 |
|--|---|
| Tell Them From Me (TTFM) data for "Two-way Communication with Parents: Parents are informed" will demonstrate improvement of the PCPS mean score of 6.0 or better. | With only 16 responses received for the 2021 survey, the results are from approximately 6% of our families. Disappointingly, our results have dipped to 5.0 which is 1.0 below our PCPS average. Our executive team feel that the timing of the surveys was not conducive to a positive response from parents. |
| Improve TTFM data for "Two-way Communication with Parents: Parents feel welcome" from baseline score of 6.5 to 6.8 or above. | This aspect of the TTFM data was also disappointing with a score of 6.1 which was a dip from 6.4 the previous year. We believe this is a reflection of the very tight restrictions that were in place during the pandemic which denied families access to the school site. One highlight of the data was that "the school's administrative staff are helpful when I have a question or problem." scored 7.8 which was the highest scoring item in the survey. |
| Point Clare Public School will achieve an average uplift of 5% in all seven domains of the Family School Partnerships Framework surveys by 2024. | The Family School Partnerships Framework survey was not conducted at the end of 2021. It will be distributed to random families in Term 4 - 2022. |

| Funding sources | Impact achieved this year |
|--|--|
| <p>Integration funding support</p> <p>\$281,451.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Point Clare 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 • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: A comprehensive learning and support program being delivered across all grades K-6 to 18 funded students and reasonable adjustments made for a further 102 students across the school. The school executive have also identified a need to improve the SEF element of "data skills and use" in relation to the teaching of Mathematics. In 2021 the LAST teacher, Stage 3 Assistant Principal and the cross Stage 1/2 classroom teacher are supporting an intensive Numeracy program known as QuickSmart.</p> <p>After evaluation, the next steps to support our students with this funding will be: The recruitment of an experienced, highly skilled Deputy Principal will help our Learning & Support Team to strategically plan, target and deliver professional learning for our team of SLSOs to better meet the wide ranging needs of our students with additional learning needs. The SLSOs will also be given profession learning in the Quicksmart program to better support the students identified as being the bottom quartile of learners.</p> |
| <p>Literacy and numeracy</p> <p>\$39,191.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Point Clare Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Literacy Practices • Effective Numeracy Practices • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: All students, staff and parents K-6 have had access to online digital subscriptions in both Literacy & Numeracy in 2021. The usage data for some programs dipped dramatically during the pandemic as families struggled to support learning from home.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we will be providing parent workshops to improve the connection between learning at school and learning at home. Some online programs will not be continued including Cars & Stars and 7 Steps to Writing.</p> |

| | |
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| <p>Professional learning</p> <p>\$24,623.00</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 Point Clare 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"> • Visible Learning: School Impact Program • High Impact Professional Learning Program • Consultation on decision making • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Visible Learning - 2022 New Staff Induction Course - 4 staff • Visible Learning for Literacy - All Executive staff • Visible Learning for Mathematics - All Executive Staff. • Anita Chin "Building capacity of executive staff and Mathematics leadership team" 5 hr workshop • Visible Learning - Making Learning Visible - refresher course - all staff <p>The allocation of this funding has resulted in: The continuation of our Visible Learning journey has been limited to online learning events due to the pandemic. The implementation of the QuickSmart Numeracy program has helped teachers to maximize student on-task time, and provide learning scaffolds to ensure students experience improvement and success. The Anita Chin workshop for the executive staff was a very beneficial activity but the proposed whole staff PL was not able to be held. From the executive PL day our Assistant Principal's conducted a whole school audit of Mathematics resources and have adjusted Stage programming to include more short sharp and focussed activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: In Visible Learning our executive staff have identified a need to improve feedback processes across the school with a specific focus on task feedback and capturing student voice. In Numeracy we have decided not to pursue a collaboration with Anita Chin and will instead focus on ensuring the new syllabus documents are implemented successfully. As the pandemic restrictions lift we hope to expand our community involvement in our Aboriginal Education initiatives.</p> |
| <p>Socio-economic background</p> <p>\$50,528.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Point Clare 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"> • Consultation on decision making • Well-being Initiatives • Connecting learning at home and at school • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • staff release to increase community engagement • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Whole school commitment to the Smiling Minds platform is evident K-6. All classes have implemented the program and are reporting positively on the levels of student engagement. Planned parental workshops were postponed due to the pandemic as was the commencement of the GOT-IT program.</p> |

| | |
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| <p>Socio-economic background</p> <p>\$50,528.00</p> | <p>Sustainable Kitchen garden curriculum was not carried out sufficiently to be assessed due to the pandemic. The construction of the outdoor sinks and BBQs was completed.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we plan to provide opportunities for parents and carers to learn about the Smiling Mind program in face to face workshops. The GOT -IT program will identify students needing specific supports and will include a referral process to CAMHS. The Sustainable Kitchen garden program will be in full swing once the drainage issues around the basketball court are addressed.</p> |
| <p>Aboriginal background</p> <p>\$13,593.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Point Clare 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"> • Aboriginal Reconciliation Action Plan <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: The creation of our Yarning Circle next to the cricket nets remains a major project within our Reconciliation Action Plan. The funds for this project remain in our 6101 fund as the pandemic prevented any construction works taking place. Staff from Point Clare Public School have regularly attended Coo-inda AECG meetings via zoom in 2021. In terms of Aboriginal student achievement: We have seen an Increase in the number of students participating in NAPLAN since 2019 with 5 total students completing the assessments in 2021 compared to 1 in 2019. The overall % of Aboriginal students achieving top 3 NAPLAN bands in reading for 2021 was 75%. In terms of Numeracy achievement, 100% of students achieved in the middle two bands of numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to train the required number of teachers in the Connecting to Country TPL but look for further opportunities to build cultural awareness amongst the staff. The Yarning Circle will remain a priority as it will help us to build connections with the broader Aboriginal community. The staff have elected to continue using the Wingaru Aboriginal education resource as it helps to add Aboriginal perspectives across the curriculum.</p> |
| <p>English language proficiency</p> <p>\$52,784.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Point Clare 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"> • Effective Literacy Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) |

| | |
|--|---|
| <p>English language proficiency</p> <p>\$52,784.00</p> | <p>support</p> <ul style="list-style-type: none"> • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in: Following an EOI process a new staff member was trained in EAL/D role ready for the 2021 school year. Anticipated enrolments from China did not eventuate due to the pandemic. However, the EAL/D teacher still supported 22 students from a diverse range of backgrounds. This represented 4% of our student population. During the pandemic the EAL/D teacher connected with the students via Google Classroom. At school our EAL/D teacher supported Korean students on the development of their oral language. The majority of the EAL/D students were supported in the development of their writing skills. Individual adjustments were made in relation to vocabulary development and reading comprehension.</p> <p>After evaluation, the next steps to support our students with this funding will be: The EAL/D teacher will continue in the role next year and will provide further PL for the teaching staff around how to best support our EAL/D students in the classroom environment.</p> |
| <p>Low level adjustment for disability</p> <p>\$142,007.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Point Clare 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"> • Effective Literacy Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Our LAST has been able to work closely with the COVID ISLP staff to provide structure and routine that has benefited the students during the pandemic. This included the provision of individualised home learning packs for all identified students on the COVID ISLP and an additional google classroom environment for the same students to access.</p> <p>After evaluation, the next steps to support our students with this funding will be: A continuation of the COVID ISLP program will take place in 2022. The assessment data will be collected more regularly in 2022 and evaluated each term by the Learning & Support Team.</p> |
| <p>QTSS release</p> <p>\$98,888.08</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Point Clare 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs |

| | |
|--|---|
| <p>QTSS release</p> <p>\$98,888.08</p> | <p>The allocation of this funding has resulted in: One Assistant Principal being allocated 0.4 FTE to provide Instructional Leadership for two days per week with an emphasis on the teaching of Mathematics in K-2.</p> <p>After evaluation, the next steps to support our students with this funding will be: The pandemic and associated restrictions greatly limited the effectiveness of this program.. In 2022 the IL role will continue as 0.4 FTE and the intention is to expand the reach of the role to all grades K-6 with the emphasis on Mathematics to continue.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$70,634.00</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Point Clare Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Literacy Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: Support being provided to identified students in K-3. The students were supported during the pandemic via a google classroom platform.</p> <p>After evaluation, the next steps to support our students with this funding will be: The funding will be used to provide additional support to the LAST role in 2022 as the role is being phased out in 2023 for the APCI role.</p> |
| <p>COVID ILSP</p> <p>\$130,291.41</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in: Five tutors were employed under the COVID Intensive Learning Support initiative. Each Stage of learning developed their own support plan for the identified students in their respective Stage. All tutors provided 4 hours of support Monday to Wednesday. The tutors created multiple learning environments for students during the pandemic. The levels of engagement varied significantly from family to family.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, a whole school 'Intervention Plan' to target Tier 2 and 3 students in literacy and numeracy will be implemented. The funding allocated by the COVID ILSP program resulted in the employment of two staff (5 days in total) to implement these programs to Tier 2 students. In addition, our allocated LaST (working 0.6) also works with the Tier 2 students.</p> |

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|---|--|
| <p>School support allocation (principal support)</p> <p>\$28,734.00</p> | <p>School support allocation funding is provided to support the principal at Point Clare Public School with administrative duties and reduce the administrative workload.</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"> • High Impact Professional Learning Program <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All staff provided with additional release time to formulate their PDP goals. • All staff conducted an initial face to face interview with the Principal and Deputy Principal to discuss their PDP. • All staff to participate in a review meeting with the Principal and Deputy Principal to discuss their annual review of their PDP. • Relief days were provided to SASS staff to support the provision of WHS documentation. <p>The allocation of this funding has resulted in:</p> <p>All planned activities for 2021 took place except for the QTR pilot which was cancelled due to the pandemic. Feedback from staff in annual reviews was included in the annual executive review of the SIP and used to adjust the initiatives planned for the 2022 SIP.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022 the PDP process will include a detailed discussion around student learning goals and feedback processes. The use of the funding to provide SASS relief days to support WHS was seen as highly beneficial by the WHS committee and will be continued in 2022.</p> |
|---|--|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 246 | 249 | 247 | 245 |
| Girls | 277 | 277 | 280 | 283 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 94.2 | 94.8 | 94 | 94.7 |
| 1 | 93.4 | 94.7 | 91.4 | 93.9 |
| 2 | 94 | 92.6 | 92.2 | 94.4 |
| 3 | 93.3 | 93.7 | 94 | 94.1 |
| 4 | 93.8 | 93.6 | 92.9 | 93.2 |
| 5 | 94.6 | 94.4 | 92.4 | 92.4 |
| 6 | 95.2 | 94 | 93.9 | 92.1 |
| All Years | 94 | 94 | 92.9 | 93.6 |
| 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 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 19.66 |
| Literacy and Numeracy Intervention | 0.63 |
| Learning and Support Teacher(s) | 0.7 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 3.96 |

*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 | 880,813 |
| Revenue | 5,098,091 |
| Appropriation | 5,002,521 |
| Sale of Goods and Services | 3,365 |
| Grants and contributions | 91,587 |
| Investment income | 619 |
| Expenses | -5,359,487 |
| Employee related | -4,774,750 |
| Operating expenses | -584,737 |
| Surplus / deficit for the year | -261,397 |
| Closing Balance | 619,416 |

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 | 289,177 |
| Equity Total | 214,067 |
| Equity - Aboriginal | 13,593 |
| Equity - Socio-economic | 50,528 |
| Equity - Language | 26,392 |
| Equity - Disability | 123,552 |
| Base Total | 3,848,690 |
| Base - Per Capita | 129,914 |
| Base - Location | 0 |
| Base - Other | 3,718,776 |
| Other Total | 412,368 |
| Grand Total | 4,764,302 |

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

Parent / caregivers

Only 16 parents completed the Tell Them From Me (TTFM) online survey which covers a range of school operations; including overall satisfaction, communication, inclusiveness, behaviour and safety. This very low participation rate could largely be attributed to the impacts of the pandemic.

- * 83% of parents feel that their children are clear about rules for behaviour.
- * 78% of parents feel that the school's administrative staff are helpful.
- * 72% articulating that student reports are clear and communicated well.
- * 73% indicate the child feels safe whilst at school.
- * 73% of parents feel that formal interviews are the most useful type of communication.
- * 61% of parents feel that they were supported during learning from home.

Students

184 students in Years 4 to 6 provided the school with feedback through the Tell Them From Me online surveys conducted in Terms 1 and 4, 2020.

- * 75% of students (compared to the NSW Government norm of 81%) indicated they felt a positive sense of belonging.
- * 94% of students articulated that they valued positive behaviour compared to the NSW Government norm 83%.
- * Only 22% of our students identify as being a victim of bullying compared to the NSW norm of 36%.
- * 43% of our students feel that they can pursue their goals to completion, even when faced with obstacles.
- * 74% of our students set challenging goals for themselves. Girls reported higher average rates of setting challenging goals (83%) than boys.
- * While 31% of students felt that they received great feedback whilst learning from home, only 15% felt connected to school.

Teachers

16 teachers from Point Clare Public School completed the Tell Them For Me staff surveys. Our results indicate high levels of teacher efficacy in relation to the 8 drivers for student learning, the survey converted the results to a 10 point scale (with 0 indicates a strong disagreement, 5 a neutral position and 10 indicating a strong agreement). Our school means were all above NSW state average:

- * School leadership 7.9 (NSW GOVT norm 7.1)
- * Collaboration 8.4 (NSW GOVT norm 7.8)
- * Learning Culture 8.3 (NSW GOVT norm 8.0)
- * Data Informs Practice 7.9 (NSW GOVT norm 7.8)
- * Teaching Strategies 8.3 (NSW GOVT norm 7.9)
- * Technology 7.1 (NSW GOVT norm 6.7)
- * Inclusive School 8.3 (NSW GOVT norm 8.2)
- * Parent Involvement 7.1 (NSW GOVT norm 6.8)

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

Just like 2020 many of our usual events and practices to support Aboriginal Education were not able to proceed in 2021 due to the COVID-19 restrictions. The major projects identified by our Aboriginal Education Action team in our Reconciliation Action Plan (RAP) remain incomplete and will be our key actions in 2022.

Our team will ensure delivery of our Reconciliation Action Plan (RAP) to the Cooina AECG during Term 4 of 2022 for their approval. This document will then form the ongoing basis for Point Clare Public School to deliver positive outcomes for Aboriginal students at our school.

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.

Anti-Racism - School statement

Point Clare Public School continues to successfully implement the Anti-Racism Policy and have a staff-elected ARCO (Anti-racism Contact Officer) Mrs Juanita Lavelle who has a mediation, procedural, educational, and monitoring role. There were no incidents of racism reported to our ARCO in 2021.

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.

Multicultural and anti-racism education - School Statement

In 2021, Point Clare Public School is comprised of 30 distinct cultures represented by 90 students. This represents almost 18% of our school population. We have continued to employ an English as an additional language or dialect (EAL/D) teacher for two (2) days per week in 2021. Unfortunately, our community language programs including French, Spanish and Mandarin were significantly impacted by the COVID-19 restrictions.

Fortunately in 2021 we were able to celebrate Harmony Week with the theme being 'Everyone Belongs'. PCPS students were encouraged to either dress in cultural attire or are invited to wear a 'touch' of orange (i.e. t-shirt,

headband, hat etc) with their school uniform. Many students also completed excellent reflective tasks in their classes that supported the theme of 'Everyone Belongs'. It was a great showcase of culture for our school. In 2021 we have focused on developing a greater shared understanding of "Intercultural understanding" which is a key capability in NSW syllabuses learning across the curriculum content. Teachers at Point Clare Public School understand the complexities of culture, its relationship with individual identities, views and perspectives.