

2022 Annual Report

Anna Bay Public School



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Introduction

The Annual Report for 2022 is provided to the community of Anna Bay 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

Much has been accomplished at Anna Bay Public School throughout 2022 and we have benefitted from the opportunity to open the school up to the community.

This Annual Report provides a summary that allows us to look at the accumulated sum of student achievement, effort and the contributions that staff, students, parents, carers and community members have made to school life in 2022. Every teacher at Anna Bay Public School has worked passionately to bring our vision of 'Creating future focused, creative lifelong learners' to life. I am always impressed by the quality of teaching that the staff display and by the level of engagement and enthusiasm of the amazing students as they participate in learning activities. I know that our teachers work incredibly hard to engage students and to build the foundations for lifelong learning through genuine positive relationships. Our teachers are capably supported by the School Administrative staff and Student Learning and Support Officers, working together to ensure efficiency and success.

We have welcomed valuable new members staff to our school team in the following roles: Assistant Principal Curriculum Instruction, Classroom Teacher, Intervention staff, School Learning Support Officers, who have all contributed to the positive ambience of the school.

I would also like to acknowledge the Student Leadership Team, supported by the student councillors, who organised and led many initiatives advocating student voice throughout the year. The Student Leadership Team has fulfilled their responsibilities admirably and I wish them all the best as they move on to high school. Thank you for making this year at Anna Bay Public School a successful one and congratulations to the whole school community on another outstanding year.

Anna Swanson

Message from the school community

The year started off with a number of COVID-19 restrictions in place but eventually we were able to function as usual, enabling a number of fundraiser events to occur and more importantly, allowing us to support school activities.

Some of the fundraisers undertaken were the Mother's Day stall, the colour run, election day BBQ, wine fund raiser, the Father's Day stall, Disco's, Mango Drive and Bogan Bingo.

A big thankyou to the numerous local businesses that contributed so generously to the Bogan Bingo prizes because without their support the event would not have been the success it was.

A big thankyou to the Anna Bay Fishing Club for their yearly substantial donation.

The P&C assisted the school and students throughout the year with funds for general classroom budgets, purchase of representative school sports shirts, donations to support the Year 6 Easter Raffle, Year 6 GRIP Leadership courses, excursion to Murrook Cultural Centre, the 1/2C Pizza Party, the Presentation Day, the purchase of six sets of Decodable Readers, sports equipment (which is in addition to the Mayoral Grant we received from Port Stephens Council), a media wall and gazebos with the Anna Bay School Logo. The students should stand out at interschool events with our gazebos and new shirts.

The P&C is currently working to have toilets installed within the K-2 area. This is above the normal ratio of toilets per students across the whole school so it is taking bit of persuasion but if successful it will mean nearer/quicker access to facilities for our younger students.

The P&C is also awaiting word on whether a Community Partnership Grant to assist with funding for a sports court in the K-2 area. was successful. If not successful, work with the Department and the school along with P&C support will occur to see if it can still happen.

The P&C provided community representation on school employment selection panels as they arose throughout the year.

Congratulations to our secretary Bronya Watson on receiving the Award for Outstanding Contribution to the Anna Bay Public School P&C. A great achievement.

The P&C would like to thank the teachers and staff of the school and to all of you that assisted throughout the year through donations, support of fundraisers and volunteering of your time. Every contribution, no matter how large or small, goes to supporting our children and is very much appreciated.

Roy, P & C President

Message from the students

We have been at Anna Bay since Kindergarten. It wasn't the smoothest journey, thanks to Covid, but we made it. Much has changed since we started - new uniform, new teachers, new Principal, new facilities. Some things stayed the same - like no running on the concrete! Most of Year 6, have been here since the beginning, with a few welcome additions. This year, Year 6 (as have all our school years) have been lucky enough to have numerous excursions, incursions and many opportunities to represent our school.

Over the years, our teachers have taught us all types of knowledge. From reading and writing to maths and science as well as creative arts and sports. They've helped us develop invaluable skills and life lessons. When Mrs Reid in Kindergarten, kept making us wash our hands, so much that some of us developed dermatitis, little did she know that she was preparing us for all the hand hygiene that Covid brought into school.

School and our teachers have also taught us the value of inclusion and stepping up to be brave. You all may remember earlier this year the 'Mark Hughes Day' and the ice bucket challenge. Five of our wonderfully brave teachers stuck their hands up to potentially have ice tipped on their head. I owe you all an apology. I didn't want one teacher to be singled out so I may have had something to do with that suggestion!

To those in Kindergarten through to Year 5, school might seem long right now, but it goes fast. I suggest you make the most of it - try out for all the things offered, give scary things a go and find the fun.

To our teachers. Thankyou. I know we may have pushed your buttons sometimes, and it hasn't always been roses, but thanks for the learning and the life lessons. Whilst you aren't continuing on our schooling journey with us, thank you for a happy start.

Year 6, I say this specifically to you. Our schooling journey hasn't ended. But we now are all headed in different directions, and off to a few different schools. So, if for now is farewell - thanks for sharing the journey with us. Thankyou for the memories, the laughs and the friendships. Go forth and do good in this world!

Sienna and Thomas (School Captains, 2022)

School vision

Through high expectations we aspire to create future focused, creative lifelong learners who are inspired to meet academic and wellbeing challenges in an inclusive, collaborative and positive learning environment where every person is valued.

School context

Anna Bay Public School is a welcoming and friendly school located on the beautiful peninsula of Port Stephens. The school has large, attractive grounds which are complemented by excellent learning spaces to help engage learners and encourage cooperative play. Anna Bay Public School has an average annual enrolment of 348 students. Anna Bay Public school currently has 14 mainstream classes and a support unit for students with a diagnosed emotional disturbance disability. 11% (or 40 students) identify as Aboriginal or Torres Strait Islander.

Anna Bay Public School is a member of the Tomaree Learning Community which includes Tomaree High, Bobs Farm, Shoal Bay, Soldiers Point and Tomaree Public Schools. The schools in the learning community work in collaboration to provide a comprehensive education for children aged 5 to 18 years.

The Gan Gan Schools as Community Centre is part of the Anna Bay Public School site and runs a variety of community outreach and engagement programs to support the Tomaree Learning Community. We are an active member of the Youyoong AECG and demonstrate our commitment to the Walking Together, Working Together agreement.

Our P&C actively seeks to positively involve parents in shaping the school community and coordinates many successful fundraising events throughout the year to engage the community and raise funds to support significant projects to enhance engaging learning and positive playground experiences for all students.

The school has completed a situational analysis that has identified 3 areas of focus for this strategic improvement plan. After reviewing the previous school plan evaluation, it is important to note that this plan is designed to focus on teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

1. Student growth and attainment

When analysis was conducted against the student outcome measures, it was evident that expected growth in both reading and numeracy would be an area for explicit focus in the new school plan. Our value add data is Sustaining and Growing for K-2, and working towards delivering for 3-5, which has resulted in the SEF S-aS grade of Delivering, and this growth will need to be supported by quality pedagogy professional learning, and a deeper focus on a smaller amount of focus areas.

Reflecting on the WWB strategies, it became apparent that there were many strategies and focuses that we could pursue and that there are many interdependencies between the themes. Having reflected on our inconsistent implementation of practices in the past, we have prioritised establishing sustainable structures and processes for leading improvement, innovation and change as recommended by the literature. In particular, we will be establishing a culture of high expectations and a deeper level of collaboration to improve student learning outcomes and growth in literacy and numeracy.

2. Wellbeing and Attendance

When conducting the analysis of the school wellbeing data we found that while we were sustaining and growing in some areas such as caring for students and behaviour, it was identified that we needed to focus on other areas. Specifically, these are Attendance and a Planned Whole School Approach to Wellbeing.

To address these needs in our school we consulted CESE publications 'Wellbeing literature review' and 'What works best: 2020 Update'. The literature consistently identified core elements of focus that aligned to our needs. PBL has been part of the last two school plans but the literature suggests that behaviour is only a part of wellbeing and there is more work to be done that warrants inclusion of wellbeing in the new school plan. Therefore, our next school plan will be inclusive of activities that promote social and emotional learning as well as targeting support for different phases of student development and for students who may be at risk. Further to this a focus on strengthening our approach to attendance and ensuring consistent and systematic processes are in place to support student learning and engagement.

3. Community Engagement

Our school offers many opportunities for community engagement and use, including the Gan Gan Schools as Community Centre (SaCC), the Fairplay OOSH, Allegria Dance, School P & C and other opportunities for parents to engage with the school. To this end, we want to consider what best practice in community engagement and collaboration will look like as a focus area over the next 4-year period.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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

In order to improve student learning outcomes in literacy and numeracy, we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

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.

- Reading and Numeracy
- Leadership

Resources allocated to this strategic direction

Low level adjustment for disability: \$169,645.45

Aboriginal background: \$17,870.00

English language proficiency: \$2,400.00

Socio-economic background: \$139,543.59

Integration funding support: \$99,327.00

Literacy and numeracy intervention: \$48,266.82

QTSS release: \$72,170.39

6101 Con fund carry fwd: \$52,000.00

Professional learning: \$26,083.13

Literacy and numeracy: \$11,674.74

Summary of progress

Reading and Numeracy

The reading (LEED and Literacy) and numeracy teams planned and delivered comprehensive, targeted professional learning, focusing on new curriculum, effective questioning, dialogic teaching strategies, running records as formative assessment and consistent reading data practices. The Stage 1 team engaged in new curriculum as an Accelerated Adopter school, implementing the K-2 maths and English syllabus through the NSW DoE units of work.

Reading and numeracy teams gained feedback on teaching practices and analysed internal and external data sets (class/stage data, NAPLAN, Check-in) to identify common areas of need. High impact professional learning (HIPL) delivered, including collaborative research of evidence-informed practices, new curriculum, demonstration lessons, team teaching, resource development and implementation of units. Some barriers included teacher workload for implementing new curriculum as an early adopter school, staff capacity to reflect on their understanding of highly effective teaching practices, and a shared understanding of whole school directions (numeracy) and data collection process and procedures (reading).

The impact of changed systems and processes is evident in staff efficacy and commitment to collaboratively developing and implementing evidence-based approaches to reading and numeracy. In Reading, K-6 teachers refined data collection processes and planned interventions, using effective questioning to improve comprehension across all KLAs. In Numeracy, staff collaboratively planned team teaching lessons, used consistent resources K-6 and implemented new pedagogy such as weekly number talks and Esti-mystery lessons.

Our next steps will be to further improve processes in reading and numeracy data collection aligned to new syllabus documents and provide high impact professional learning for teachers across K-6 in new curriculum implementation, focusing on mathematics K-6 in 2023.

Leadership

The engagement of an Assistant Principal Curriculum and Instruction (APC&I) has guided proactive collaborative executive engagement in review of data for literacy and numeracy to impact student growth. Five weekly cycles of data collection and analysis have supported professional learning of effective data analysis and use to impact teaching and learning programs. This has built leadership capacity and collective efficacy.

Across the school, promotion of a positive culture through wellbeing activities has led to enhancement of collaborative practices and developed a positive climate throughout the school where success is celebrated and staff feel valued.

High impact professional learning in partnership with the local high school has developed staff understanding and capacity in successful development of learning intentions and success criteria to inform student learning. The employment of the Digital Classroom Officer (DCO) and information and technology (IT) support has enhanced staff capacity for effective use of technology. DCO is an aspiring leader and has benefited from the capacity building strategies. Together these practices have built partnerships within and across schools.

Our next steps will be to develop clear strategies and procedural guidelines for the successful implementation of ongoing curriculum change.

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
* Students achieving in Top 2 bands (or equivalent) NAPLAN Reading increase (uplift) of 7.9%	Students did not achieve the uplift of 7.9%, however, there has been an improvement in learning culture as evidenced in internal documentation and SEF evaluation.
* Students achieving in Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 7.5%	Students did not achieve the uplift of 7.5%, however, there has been pedagogical change of practice across K-6 as evidenced by weekly number talk and Esti-mystery lessons which is having a positive impact on student articulation of learning.
* Students achieving expected growth in NAPLAN Reading shows 4% uplift. Growth cannot be assessed through NAPLAN this year as it was not conducted in 2020. Assessment will be determined by internal measures.	Growth cannot be assessed through NAPLAN this year as it was not conducted in 2020 for comparative data. Recent changes in pedagogy have shown an improvement in teacher capacity in effective questioning and student capacity to answer questions reflecting higher-order thinking.
* Students achieving expected growth in NAPLAN Numeracy shows 4% uplift. Growth cannot be assessed through NAPLAN this year as it was not conducted in 2020. Assessment will be determined by internal measures.	Growth cannot be assessed through NAPLAN this year as it was not conducted in 2020 for comparative data. Internal data for Year 4 shows an uplift of 6.3% as a result of changed pedagogy.
Whole schools systems and processes are embedded and consistently implemented by all staff. Student performance measures are maintained at Delivering. Effective Classroom Practice is maintained at Sustaining and Growing. Data Skills and Use working in Sustaining and Growing and heading towards Excellence. School Planning Implementation and Reporting is maintained at Delivering.	Student performance measures are maintained at Delivering. Effective Classroom Practice has grown from Delivering to Sustaining and Growing in 2022. The level of achievement of Data Skills and Use was reviewed and assessed at Delivering at the commencement of 2022 and remains at Delivering with factors of improvement during the year. School Planning, Implementation and Reporting is assessed at achieving Sustaining and Growing.

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.

- Attendance
- Wellbeing

Resources allocated to this strategic direction

Location: \$6,717.18

6200 National chaplaincy program: \$27,734.00

6101 Con fund carry fwd: \$48,000.00

Socio-economic background: \$8,638.00

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
Maintain overall attendance rate of 80% and 50% of students attending 90% of the time. (Covid impacted)	57.6% of students are attending at 90% or greater. This reflects the impact of ongoing absence of COVID and compassionate leave for families who have not been able to see relatives within Australia and overseas for the past 2 years.
<ul style="list-style-type: none">• Regular monitoring of wellbeing and attendance data to adjust and refine systems, processes and practice to improve wellbeing and engagement. TTFM data will show an uplift of 2%.• Whole school systems and practices are self assessed using School Excellence Framework, working within Sustaining and Growing.	<p>Students rated the school at 8.1 for advocacy at school, which is higher than the state average. 90% of students have confidence in knowing they have someone on staff to turn to if they are experiencing concerns.</p> <p>Attendance was impacted in 2022 by ongoing Covid absences, reducing opportunities for engagement.</p> <p>Whole school management Practices and Processes are self assessed using School Excellence Framework to be working within Sustaining and Growing.</p>
Regular PBL data will drive wellbeing programs and initiatives and remain above 90% for Tier 1 students.	The level of students without negative incidents has not been maintained above 90%, however, changed practices and processes and increased diligence of staff reporting incidences together with the ongoing effect of COVID impacts on social behaviours have impacted this data.

Strategic Direction 3: Community Engagement

Purpose

To develop a planned and collaborative approach to support and leverage the knowledge, capabilities and social capital of our school community to achieve better learning and wellbeing outcomes for all of our 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.

- Engagement
- Schools as Community Centre: Gan Gan Family Centre

Resources allocated to this strategic direction

Socio-economic background: \$24,557.00

Aboriginal background: \$18,600.00

Gan Gan centre budget: \$22,000.00

Summary of progress

Gan Gan Family Centre - Anna Bay Schools as Community Centres Project (SaCC)

In 2022 our resumption of programs was delayed due to Covid-19 restrictions, however we were able to start playgroups in March 2023, from there we slowly resumed our programs and parenting programs and by term three we were delivering a full suite of programs and initiatives for families with children living across the Tomaree Peninsular.

Our activities were guided by the SaCC Program Framework and offered a holistic approach to early learning and wellbeing. The four elements of the framework are safe, healthy and connected communities, key life transitions, positive parenting and early development of children. Many of our initiatives go across these four elements and include:

Supported playgroups- we were able to offer three supported playgroups each week

Parenting programs-We provided individual support and referral to many families and responding to our community needs we were able to offer: Tuning in to Kids, Great Minds (A program for families who have a member who is neuro divergent) and No Scaredy Cats Anxiety program was held in term two and three.

Other activities we offered in 2021 included two baby massage programs, a mums and bubs return to fitness program, kinship carers group and a food relief program

To support our capacity to deliver outcomes for the community we relied on strong relationships with our community partners including Good Start Early Learning, Newcastle Family Skills Service, the Benevolent Society and Port Stephens Council.

We were able to secure several grants, one to support school transition to school programs across the Port Stephens, called Beginning School in 2022

A second grant from Yacaaba Centre was secured to train the facilitator in the No Scaredy Cats Program, provide childcare for participants and purchase resources.

To support our school and to strengthen our connection to community we were able to fund the School Breakfast program, we delivered the Drumbeat program to year five students (in partnership with the Benevolent Society) and we distributed 'I Count in Port Stephens' to all children starting school on the Tomaree Peninsular in 2022 (this book was designed and produced by Gan Gan Family Centre and supported by Port Stephens Council) and in addition in partnership with Hope Cottage and the School Wellbeing Officer we distributed 30 Christmas hampers to Anna Bay Public School families

Summary of progress

Despite 2022 having several challenges particularly around rebuilding and re-establishing partnerships we were able to ensure families remained connected to the program, each other and the community. As always, we are continuing to find creative ways to increase our reach and engagement with families and community as well as establish

partnerships with community organisations to offer a full suite of evidence based initiatives and programs that are inclusive and responsive to families.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Goal: 10% parents complete TTFM survey. Maintain family engagement with the school and focus on building relationships with Aboriginal families and community members. Community Engagement will be maintained at Delivering.	The school achieved it's target, with 13% of families completing the TTFM survey. 100% of teachers and support staff attended the cultural days at Murrook, financially supported by the P & C and the school. 100% of Aboriginal students have a personalised learning pathway, authentically developed in collaboration with the student, parent and staff. Cultural groups are supported through activities which target identifying which country they are from and learning more about the significance local places, and language. A K- 2 cultural group commenced in 2022. The school exceeded it's target and is achieving Sustaining and Growing in Community Engagement under the School Excellence framework.
Community Engagement with SaCC centre (Gan Gan) increases to 10% of our school community in attendance in programs delivered in response to community need.	XXX % of the Anna Bay school community were engaged with programs run through the Gan Gan centre.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$99,327.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Anna Bay 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"> • Reading and Numeracy <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 • consultation with external providers for the implementation of [strategy] • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: A learning and support officer was employed in every classroom across the school for a minimum of 8 hours across the week. In addition, this funding has also employed casual staff to release teachers to attend targeted PL required to support the understanding of whole number and comprehension.</p> <p>After evaluation, the next steps to support our students will be: To provide ongoing training to our school learning support staff to target gaps in learning and excel in delivering personalised learning in every classroom.</p>
<p>Socio-economic background</p> <p>\$172,738.59</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Anna Bay 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"> • Reading and Numeracy • Leadership • Wellbeing • Engagement <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 [name] program implementation. • resourcing to increase equitability of resources and services • economic support for families to enable equity of access to curriculum and learning. <p>The allocation of this funding has resulted in the following impact: Students being effectively supported to progress in areas of reading and numeracy. general wellbeing and engagement. Leadership in technology skills allowed staff mentoring, and shoulder to shoulder support to improve competency.</p> <p>After evaluation, the next steps to support our students will be: Embedding professional learning into classroom practice to support student need.</p>
<p>Aboriginal background</p> <p>\$49,419.25</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Anna Bay 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</p>

<p>Aboriginal background</p> <p>\$49,419.25</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy • Engagement • 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 deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • staff attendance at Connecting to Country Professional Learning to deepen understanding of cultural significance. <p>The allocation of this funding has resulted in the following impact: Aboriginal students were supported culturally, academically, socially and emotionally to empower a sense of belonging and increased engagement in learning activities to improve their outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continue to support Aboriginal students to empower their learning opportunities and growth in student outcomes.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Anna Bay 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"> • Reading and Numeracy <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 <p>The allocation of this funding has resulted in the following impact: Additional targeted support in classrooms to meet the learning needs of students.</p> <p>After evaluation, the next steps to support our students will be: Continued support of English language learning needs for identified students.</p>
<p>Low level adjustment for disability</p> <p>\$169,645.45</p>	<p>Low level adjustment for disability equity loading provides support for students at Anna Bay 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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 the following impact: Students were provided with additional, targeted support both in class and in withdrawal sessions to enable their engagement with literacy and numeracy lessons.</p>

<p>Low level adjustment for disability</p> <p>\$169,645.45</p>	<p>After evaluation, the next steps to support our students will be: Continue to support students of additional need.</p>
<p>Location</p> <p>\$6,717.18</p>	<p>The location funding allocation is provided to Anna Bay Public School to address school needs associated with remoteness and/or isolation.</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"> • Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • support wellbeing program rewards program. <p>The allocation of this funding has resulted in the following impact: A positive student culture was established through a recognition and rewards program where students felt valued for their efforts.</p> <p>After evaluation, the next steps to support our students will be: Continue to support wellbeing programs.</p>
<p>Professional learning</p> <p>\$26,083.13</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 Anna Bay 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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Stage Collaboration Days • attendance at Professional Learning opportunities, including LEED. <p>The allocation of this funding has resulted in the following impact: Collaborative planning and program development for more consistent assessment and teaching practices across the school. Professional learning in the LEED project led to outcomes including triangulating data to inform practice in the area of questioning.</p> <p>After evaluation, the next steps to support our students will be: Embedding expectations of consistent practice of changed pedagogy and the use of triangulated data to inform practice.</p>
<p>Literacy and numeracy</p> <p>\$11,674.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Anna Bay 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"> • Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • classroom observations reviewing practice. • mentoring and modelling of practice. <p>The allocation of this funding has resulted in the following impact: built staff capacity in new pedagogies and enabled affirmation of best practice.</p> <p>After evaluation, the next steps to support our students will be: Embedding new pedagogies in all classrooms across the school.</p>

<p>QTSS release</p> <p>\$72,170.39</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Anna Bay 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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives as part of intervention services. • staff provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: A higher number of students received high quality intervention support to engage with curriculum. Positive Behaviour for Learning strategies and systems were reviewed and relaunched within the school. Improved student outcomes in literacy and numeracy resulted.</p> <p>After evaluation, the next steps to support our students will be: Continue with consistency of practice to support students to access curriculum at their proximal level of learning in a setting with clear and consistent high behavioural expectations.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Anna Bay 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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • This funding was aligned with Covid ILSP funding to support employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in the following impact: Students were provided with additional, targeted support both in class and in withdrawal sessions to enable their engagement with literacy and numeracy lessons.</p> <p>After evaluation, the next steps to support our students will be: Develop a larger intervention team.</p>
<p>COVID ILSP</p> <p>\$135,612.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</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 the following impact: Personalised targeted support was provided to covid impacted students who were at risk of learning loss through withdrawal sessions to enable their engagement with literacy and numeracy lessons.</p>

<p>COVID ILSP</p> <p>\$135,612.00</p>	<p>After evaluation, the next steps to support our students will be:</p> <p>Continue to deliver personalised learning and support to covid affected students.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	188	191	188	176
Girls	158	177	184	167

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.2	92.8	90.7	88.8
1	92.3	92.4	91.4	86.7
2	92.6	93.0	89.7	87.3
3	92.9	89.9	89.0	86.2
4	92.1	91.8	89.0	87.0
5	90.0	90.7	88.4	84.2
6	89.8	90.6	87.5	83.5
All Years	91.7	91.7	89.4	86.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	12.76
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.92

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	144,647
Revenue	4,158,286
Appropriation	4,026,826
Sale of Goods and Services	24,504
Grants and contributions	98,127
Investment income	2,215
Other revenue	6,614
Expenses	-4,201,169
Employee related	-3,827,705
Operating expenses	-373,464
Surplus / deficit for the year	-42,883
Closing Balance	101,764

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.

	2022 SBAR Adjustments (\$)
Targeted Total	132,136
Equity Total	394,203
Equity - Aboriginal	49,419
Equity - Socio-economic	172,739
Equity - Language	2,400
Equity - Disability	169,645
Base Total	2,698,349
Base - Per Capita	95,301
Base - Location	6,717
Base - Other	2,596,331
Other Total	505,697
Grand Total	3,730,384

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

Parents/ Caregivers

Tell Them From Me data was responded to by 13% of the parent body, and may not accurately reflect the opinions of the whole school community. There was a wide range of variables in the responses.

General feedback highlighted the impact of covid-19 safety practices, and suggested that the school makes an advertised effort to reconnect with parents. The parent body also highlighted the impact of staffing shortages on available casual teachers. More extensive consultation with community, beyond the P & C was also suggested as was the concept of seeking assistance from parents with relevant Working With Children Checks for sports carnivals or with coaching opportunities.

On a positive note, the school received multiple acknowledgements of staff going above expectations to provide personalised learning and extra curricula opportunities for their children.

Students

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Staff

40% of staff responded to the staff Tell Them From me survey. Staff were generally satisfied with their personal efforts in meeting needs for students in all facets of education. and the high level of inclusivity within the school. They recognised the challenges in using technology. Staff valued the increased opportunities for collaboration and leadership in curriculum.

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.