

2022 Annual Report

Austinmer Public School



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Introduction

The Annual Report for 2022 is provided to the community of Austinmer Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

Austinmer Public School is committed to promoting a culture of excellence, by providing authentic, challenging, and stimulating learning opportunities. We have high expectations and continually seek to improve ourselves and our work. Together we will challenge and engage in learning, exploring and building on individual abilities, interests, and experiences.

School context

Austinmer Public School is located directly opposite the beach, in the suburb of Austinmer. Situated in the northern suburbs of the Illawarra, we are a member of the Seacliff Community of Schools, in the Wollongong North Network. The scenic surrounds of the escarpment and the coastline motivate an active community, committed to environmental education and sustainability practices.

The school was established in 1867. It is recognised within the community for being welcoming and inclusive, the importance of social values are reflected in the school motto 'friendship, truth and effort'.

Austinmer Public School consists of 11 classes, and has a student enrolment of 264. We have 7 students who identify as Aboriginal. 9.7% of students have language backgrounds other than English. The student cohort has an attendance rate of 91.9%, with 75.9% of students attending more than 90% of the time.

Staff are committed to providing quality education in a nurturing, innovative environment. Our school is supported by a cohesive and academically motivated parent community. Austinmer Public School has a long history of working with community members to design and provide extra-curricular opportunities. Additional programs in sport, mathematics, technology and creative arts support the talent development of our learners.

The school community, involving students, staff, parents and the NIAECG, were consulted throughout the situational analysis and the development of the strategic improvement plan. Through our situational analysis, we identified the need to increase academic challenge for our learners in English and mathematics. All learners need to be challenged and engaged in order to fully develop their potential. Student data indicated 35% of students were confident of their skills but did not find classes challenging. The proportion of students indicating high skills and high challenge, in English and mathematics is reported as lower than state average.

Our work will focus on high impact professional learning to develop and sustain a culture of high expectations; strengthening formative assessment practices and engaging in ongoing analysis of data to inform practice. The gap analysis indicates a need to focus on contextual understanding of vocabulary in literacy and numeracy, as well as the skills of inferring, analysing and problem solving.

We will promote excellence in curriculum delivery by drawing on the collective expertise of staff within our school, network and system to strengthen staff knowledge of syllabus expectations, explicit teaching strategies and evaluative practices. The school has a collaborative culture of learning, we will enhance practices to embed regular evaluation and reflection. Our students begin school with strong foundations in literacy and numeracy, we will monitor and improve staff understandings of best practice and goal setting, ensuring shared responsibility and accountability, for every learner to improve every year.

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	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

In order to improve and maximise learning outcomes in reading and numeracy, we will refine data driven practices; embedding school wide assessment practices and ensuring teaching practices align the challenge, complexity and depth of the learning to the needs of the 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.

- Quality assessment to inform instruction
- Explicit teaching practices

Resources allocated to this strategic direction

QTSS release: \$55,047.16
English language proficiency: \$3,583.16
Low level adjustment for disability: \$55,000.00
Literacy and numeracy intervention: \$48,266.82
Integration funding support: \$32,442.00
Socio-economic background: \$5,818.00
New Arrivals Program: \$6,259.00
Aboriginal background: \$5,535.00
Per capita: \$20,529.80

Summary of progress

The focus of our work in this strategic direction was to deliver high impact professional learning, improving instructional practices, developing consistent routines and adaptive teacher expertise in order to improve student results in literacy and numeracy.

Literacy leaders were coached by an external mentor and worked with staff across networks to develop collegial approaches to whole school reading improvement and curriculum reform. Professional learning was tailored to the needs of staff. Collaborative strategies included classroom observations, classroom walk-throughs and the analysis of student work samples. Focus areas included explicit teaching of comprehension and strategies to engage high performing and high potential readers. Analysis of check-in data indicates that the percentage of questions answered correctly in Term 4 comprehension in Years 3, 4 and 5 were higher than the state averages.

Numeracy leaders worked with teachers to develop high quality numeracy assessments. Tasks were mapped against Numeracy Progressions. Assessments and resources were developed and used as tools for assessing mathematical knowledge and growth points. Teachers used the diagnostic assessments to plan and deliver learning sequences.

In 2023 staff will engage in professional learning to enhance the delivery of literacy and numeracy. Focus areas include reading for different purposes and using knowledge to understand texts, as well as critical analysis and critical appraisal of texts. In numeracy, focus areas will include number sense and algebra; solving equivalent number sentences and identifying unknown elements. Staff will continue to engage in data analysis to inform teaching practices.

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
An uplift of 8% in the number of Year 3 and 5 students achieving in the top 2 bands in NAPLAN reading.	• The percentage of students in the top 2 bands of NAPLAN reading is 61%, indicating an increase of 13% and meeting the lower bound trajectory progress measure.
Internal assessment and check in data to show improvement in identified school reading targets.	• Internal data shows improvement in the focus areas of vocabulary and comprehension. Year 4 Check In data from Term 1 to Term 4 shows an increase of 7% for comprehension and 9% for vocabulary.

An uplift of 8% in the number of Year 3 and 5 students achieving in the top 2 bands in NAPLAN numeracy.	<ul style="list-style-type: none"> Percentage of students in the top 2 bands of NAPLAN numeracy is 41%, indicating progress yet to be made against the annual progress measure.
Internal assessment data and check in data to show increase and improvement in identified school numeracy targets.	<ul style="list-style-type: none"> Formative assessment resources were developed with staff setting class and stage targets. The focus area was measurement and geometry, Year 3 Term 4 check in data shows an uplift of 3% and Year 5 Term 4 data Check In data indicates an uplift of 5%.

Strategic Direction 2: Excellence in curriculum delivery

Purpose

In order to improve student engagement and maximise student achievement in all curriculum areas, we will provide rich cross curricular learning opportunities and embed explicit teaching and effective classroom practices.

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.

- Differentiation
- Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning: \$13,507.55

Low level adjustment for disability: \$22,936.57

Literacy and numeracy: \$7,866.74

Per capita: \$28,000.00

Summary of progress

The focus of our work in this strategy was to raise the intellectual quality of lessons. The executive participated in 3 Rivers for Learning, a collaborative professional learning series that focused on performance development, refining systems, increasing the frequency and quality of feedback. Staff reviewed feedback opportunities, existing routines and best practice in numeracy and literacy routines.

Staff also engaged in professional learning with network specialists; focusing on high expectations and participated in professional learning to deepen their understanding of high potential and gifted education. Staff trialled and used the differentiation reflection tool. Teachers considered student characteristics, vice and autonomy, attention and learning profiles. Staff also engaged in curriculum reform as a self select school, unpacking new syllabus documents and delivering contextualised units of learning.

School leaders and teaching staff participated in department professional learning aimed at improving student achievement by building teacher capacity to find the potential and effectively cater for the needs of high potential and gifted students. Focus students participated in cross stage enrichment activities. Data sources include staff feedback and exit slips, review of lesson plans and assessment design.

In 2023 staff will participate in professional learning to further develop their understanding of high potential and gifted education. Staff will compare differentiation practices across the school reflecting on; explicit teaching, differentiated assessment and advanced learning pathways. Teachers will refine strategies that allow students to develop meaningful peer relationships, scaffold student learning and create routine and structure in inclusive learning environments.

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
To increase the proportion of students reporting expectations of success, advocacy and sense of belonging by at least 4.5%	* Tell Them From Me data indicates 79% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Improvement as measured by the School Excellence Framework: Teaching: Effective classroom practice (E) professional standards (S+G)	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice.• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of professional standards

<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning: curriculum (S+G) and reporting (E)</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of curriculum. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of reporting.
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Strategic Direction 3: A culture of high expectations and continuous improvement

Purpose

To develop a culture of high expectations and continuous improvement; we will strengthen whole school evaluation, underpinned by regular analysis of evidence, an understanding of improvement strategies, strong data capabilities, evaluative practices and a responsive school climate.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning
- Evaluative Practice

Resources allocated to this strategic direction

Per capita: \$25,000.00

Professional learning: \$5,000.00

Summary of progress

The focus of work in this strategic direction was to embed and refine structures to consistently evaluate data. The evaluation of data is used to strengthen teaching practice, driving continuous improvement and putting student learning at the centre of decision making.

Staff continued to engage in the Leading Evaluation, Evidence and Data (LEED) training. Professional learning focused on developing teaching understanding of evaluative practices and data literacy. The team participated in online training and face to face workshops with network specialists and schools across the network.

Staff also participated in action research to evaluate explicit teaching practices. The explicit teaching pathway was questioning. Staff participated in lesson observations and professional learning to change practice. Data sources included qualitative measures such as student focus groups and quantitative measures such as structured observations, observation spreadsheets and analysis of collaborative/ discussion routines.

In 2023 staff will continue to focus on evaluation of syllabus implementation. Analysing data sets to provide information and inform next steps. The systems will be refined to utilise data sources more effectively, monitoring longitudinal data. Student performance targets will be aligned to stage and school targets.

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
An uplift of 6% to meet the system negotiated lower bound target of students attending school for more than 90% of time.	<ul style="list-style-type: none">• Data indicates that the number of students attending greater than 90% of the time is below the system negotiated baseline, however these figures are significantly affected by public health orders. School attendance rate in Semester 2 is 87.7%, indicating results are above state, and network groups.
Improvement as measured by the School Excellence Framework: Learning: reporting (S+G) and behaviour (S+G)	<ul style="list-style-type: none">• Self- assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of reporting. There is a whole school approach to analysing and using data in order to improve learning.• Self- assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of wellbeing. Expectations of behaviour are co developed. They are explicitly, consistently and supportively applied across the school.

Identify expertise within staff to develop assessment across stages, in order to promote consistent and comparable judgement of student learning.	<ul style="list-style-type: none"> • In 5 weekly cycles teachers collaboratively collate and analyse data, effectively evaluating student understanding of lesson content. Concerns related to student underachievement are openly discussed between teachers, with evident collective problem solving and application.
Implement a model of instructional leadership to actively support changes in curriculum delivery, embedding systems where feedback related to impact can be shared and monitored.	<ul style="list-style-type: none"> • The leadership teams meets fortnightly and plans sessions for stage teams. The stage teams engage in five weekly sessions collaboratively review teaching practices to affirm quality and to challenge and address performance. • Self- assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Educational Leadership.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$6,259.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Austinmer 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"> • Explicit teaching practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: identified students being screened and assessed, receiving personalised English language support. Additional teaching staff to analyse and gather information relevant to student needs and curriculum demands.</p> <p>After evaluation, the next steps to support our students will be: ongoing professional learning for staff, allowing for the design and development of systematic support for students' learning of curriculum content and English language and literacy development. Review and refinement of processes for program planning and regular time for EAL/D teacher to meet and plan with class teachers. Provide EAL/D Progression levelling professional learning to staff.</p>
<p>Integration funding support</p> <p>\$32,442.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Austinmer 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"> • Explicit teaching practices <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 • staffing release for targeted professional learning around behaviour intervention and curriculum adjustments • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their classrooms. The funding was utilised to provide School Learning Support Officer (SLSO) time, with eligible students being supported with classroom routines and learning activities as well as high school transition programs (where appropriate).</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>

<p>Socio-economic background</p> <p>\$5,818.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Austinmer 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"> • Explicit teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • employment of additional staff to support reading intervention implementation. <p>The allocation of this funding has resulted in the following impact: Funding was used to supplement excursion costs for students, allowing them to participate in educational opportunities. Funding also allowed for the employment of the School Learning Support Officer, who assisted with reading intervention programs.</p> <p>After evaluation, the next steps to support our students will be: continue to employ a School Learning Support Officer (SLSO) to support students' additional learning and wellbeing needs in the classroom and to cover school expenses for students who require financial assistance.</p>
<p>Aboriginal background</p> <p>\$5,535.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Austinmer 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"> • Explicit teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • 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 following impact: an increase in Aboriginal families engaging in the Personalised Learning Pathways (PLP) processes and additional support and monitoring of identified learning goals. The creation of a mural that was designed by a local Aboriginal artist in consultation with Aboriginal students, enhancing self identity and cultural competence.</p> <p>After evaluation, the next steps to support our students will be: to continue to ensure personalised support is provided to Aboriginal students and cultural awareness and connection are increased through consultation and collaboration. Engage with representatives from our local Aboriginal Education Consultative Group to support teaching and learning activities. Enrich the school environment by displaying positive affirmations of Aboriginal histories, culture, art and other contributions. Provide Aboriginal students with opportunities to affirm their cultural identity, being flexible and responsive to student learning styles and preferences.</p>

<p>English language proficiency</p> <p>\$3,583.16</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Austinmer 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"> • Quality assessment to inform instruction <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 • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: all identified students receiving personalised support and all new students being screened and assessed. The EAL/D enhanced teaching and learning cycle was used to plan and program lessons and staff were provided with regular opportunities to collaborate.</p> <p>After evaluation, the next steps to support our students will be: to engage an EAL/D specialist teacher to model EAL/D strategies with the aim of increasing teacher confidence and practice, positively impacting student learning and performance.</p>
<p>Low level adjustment for disability</p> <p>\$77,936.57</p>	<p>Low level adjustment for disability equity loading provides support for students at Austinmer 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"> • Quality assessment to inform instruction • Explicit teaching practices • Differentiation • Effective Classroom Practice <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 • 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 • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: staff collaboratively analysing data and student work samples to enhance their understanding of where students are at in numeracy and reading and to inform the planning of teaching and learning activities to meet student needs. The school focus was moving students achieving the middle NAPLAN bands to the top two bands, with the learning and support staff working with Years 2 and 4. The learning and support team also provided intervention for students requiring additional accommodations. Additional teachers and SLSO supported phonic programs for students with additional needs in Early Stage 1 and Stage 1.</p> <p>After evaluation, the next steps to support our students will be: the continued implementation of the phonological awareness diagnostic tool, with follow-up programs and support, provided as needed by additional teaching staff and trained SLSOs. To develop a needs-based learning and support program in which specialist staff collaborate with classroom teachers to build capacity in meeting the literacy needs of students.</p>

<p>Professional learning</p> <p>\$18,507.55</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 Austinmer 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"> • Differentiation • Effective Classroom Practice • Evaluative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching literacy and explore modelled, interactive, guided and independent reading and writing activities • provide additional teaching staff so that teachers can engage in coaching sessions and professional learning to support evaluative practices • school leadership team participated in a research project, studying educational leadership and organisational change <p>The allocation of this funding has resulted in the following impact: targeted professional learning; increasing the use of evidence informed strategies. Linking of school goals and student performance goals. Increasing knowledge of leadership models; developing and enhancing collaborative practice and linking student data and performance to teacher learning.</p> <p>After evaluation, the next steps to support our students will be: to strengthen structures for peer observation and reflection, enabling teachers to provide and receive feedback about practice and the impact on student learning. Using key identified areas for student learning development as a focus for whole stage, subject, or school professional learning. Provide differentiated professional learning for staff, improving high impact teaching strategies.</p>
<p>Literacy and numeracy</p> <p>\$7,866.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Austinmer 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 Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: a literacy coach supported instructional leaders to develop knowledge and skills in using assessment data to inform planning and teaching. Teachers increased collective responsibility for student growth, participating in observations and sharing practices. Teachers focused on collaborative routines; increasing the quality of student talk to improve interaction skills and enhance reading for purpose.</p> <p>After evaluation, the next steps to support our students will be: continue to work with the literacy coach, developing the skills of the instructional leaders. We will continue to refine and embed systems for teacher observation and collaborative planning in order to develop and deliver high quality differentiated teaching and learning sequences.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$55,047.16</p>	<p>improve teacher quality and enhance professional practice at Austinmer 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"> • Quality assessment to inform instruction • Explicit teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: the executive team planning and delivering professional learning to improve whole school practice. Professional learning was aligned to student need and focused on using formative assessment to inform planning, designing quality assessment, literacy routines, unpacking big ideas in numeracy and strategies. Staff conducted observations and classroom walk-throughs focused on the high impact teaching strategy of questioning.</p> <p>After evaluation, the next steps to support our students will be: to continue to release teachers to participate in collaborative planning sessions, reviewing data and responding to trends with purposeful and responsive teaching and learning sequences. To employ additional staff to support targeted programs.</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 Austinmer 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"> • Quality assessment to inform instruction • Explicit teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • 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 the following impact: targeted support throughout the year for students with additional needs in literacy and numeracy. Collaborative data review cycles were held every 5 weeks, to track and monitor student progress. Teachers designed responsive teaching and learning programs and implementation was supported by an additional teacher. Assessments were conducted in cycles, allowing for comparison and monitoring of progress. The systems for recording and communicating adjustments were reviewed and adapted. Selected students participated in a writing enrichment program. Strategies included developing writing self efficacy, consolidation of the writing process, peer feedback and reviewing instructional strategies.</p> <p>After evaluation, the next steps to support our students will be: to continue to develop systems for monitoring longitudinal data, setting</p>

<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>school and stage targets. Analysis of adjustments will be used to provide targeted professional learning for staff. Interventions and programs will be implemented to support identified target groups.</p>
<p>COVID ILSP</p> <p>\$30,585.00</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Small group tuition for Stage 1, 2 and 3 readers, with additional staff members being employed 4 mornings per week. The additional support allowed for guided reading lessons to be prepared and delivered. Focus areas included comprehension; locating specific information, describing purpose and answering inferential questions. The stage teams tracked and monitored progress using learning progressions and Department assessments including check in data, phonics diagnostic assessment and phonological awareness diagnostic assessment. Numeracy small group tuition was also provided for 20 identified Stage 2 and 3 students. Additional staff were employed to facilitate 10 numeracy sessions per week. Focus areas included developing fluency and reasoning in whole number, as well as fluency and problem solving in measurement and geometry. The stage teams tracked and monitored progress against the numeracy progressions and check in data.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Resources such as the Stage 2 reading snapshots will assist staff in identifying likely misconceptions, skills assessed, syllabus outcomes and learning progressions. Providing additional in-class support for some students to continue to meet their literacy and numeracy learning goals will be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	160	159	157	134
Girls	149	137	134	123

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.4	94.1	95.1	91.2
1	94.2	96.5	94.7	91.6
2	92.2	93.8	93.9	91.8
3	94.3	92.6	94.0	88.6
4	92.4	94.5	92.6	88.0
5	91.8	93.9	92.3	86.8
6	91.7	93.0	91.4	88.4
All Years	92.9	94.0	93.3	89.4
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)	9.44
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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	158,288
Revenue	2,607,988
Appropriation	2,501,498
Sale of Goods and Services	2,526
Grants and contributions	102,977
Investment income	384
Other revenue	603
Expenses	-2,618,450
Employee related	-2,313,893
Operating expenses	-304,557
Surplus / deficit for the year	-10,462
Closing Balance	147,826

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	20,975
Equity Total	92,873
Equity - Aboriginal	5,535
Equity - Socio-economic	5,818
Equity - Language	3,583
Equity - Disability	77,937
Base Total	2,142,348
Base - Per Capita	73,530
Base - Location	0
Base - Other	2,068,818
Other Total	178,314
Grand Total	2,434,509

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/caregiver Satisfaction

Parents at Austinmer participated in the Tell Them From Me Parent Survey. Responding to consultation with community members, the school focus for 2022 was to increase the opportunities for parents to be onsite, in order to engage in communication about student learning.

96% of parents have spoken to a teacher one or more times regarding their child's learning or behaviour, with 50% of respondents having two or more discussions. 67% of parents surveyed attended meetings or functions at school 2 or more times. 55% of respondents are involved in voluntary work at school, with 23% assisting in the classroom.

Student Satisfaction

Findings from Tell Them From Me data indicate the school is performing above NSW Govt Norms in areas of Social-Emotional Outcomes. 85% of students at Austinmer identified they had positive social relationships. Students who demonstrate positive behaviour is 85%, above the state mean of 83%. Student participation in extracurricular activities is 56%, above the state mean. A focus of 2022 was to provide frequent and explicit instruction to students regarding classroom behaviour and expectations. 90% of students indicated that classroom rules were clear.

Teacher Satisfaction

The Tell Them From Me teacher survey data indicates that staff view the learning culture, collaboration, leadership and teaching strategies as important factors to drive student learning. Staff indicated that they value the time to discuss assessment strategies with other teachers. Opportunities to develop lesson plans and learning materials collaboratively was identified as a strength. In the theme of learning culture, staff indicated they regularly discuss learning goals with students and that they have high expectations for student learning. Analysis of the data indicates that data to inform practice has been an area of growth, with improvement in the quality of assessment and the use of formative assessment to inform lesson planning. Staff indicate providing exemplars is an area to focus on.

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.