

# 2022 Annual Report

## Avoca Beach Public School



# Introduction

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

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

## School contact details

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## School vision

Avoca Beach Public School is committed to providing a safe and caring environment where individuals are respectful, responsible and strive for their personal best. A focus on wellbeing and engagement ensures every student is known, valued and cared for. We strive to provide high quality, explicit teaching and learning through an inclusive, challenging and balanced curriculum, to develop students as life long learners with exceptional literacy and numeracy skills.

## School context

Avoca Beach Public School is a comprehensive K-6 primary school on the Central Coast of NSW. Our school population of 474 students, including 10 students identifying as Aboriginal and Torres Strait Islander is accommodated in 19 classes and supported by a Principal, four Assistant Principals, teaching, support and office staff.

Avoca Beach Public School prides itself on developing and maintaining authentic connections with the local community. A genuine partnership with the P&C ensures the school is well positioned in providing a safe, welcoming and inclusive environment. The school is devoted to building strong educational and positive wellbeing links within the Kincumba Learning Community. The school values the consultative partnership with our Aboriginal community and the Tjudibaring Local AECG.

Positive Behaviour for Learning (PBL) strategies based on the core values; Respect, Responsibility and Personal Best are embedded into all aspects of school life. Avoca Beach Public School places importance on a holistic approach to student wellbeing and recognises the value of open, two way communication. The school offers a range of academic, cultural and sporting programs which provide differentiated opportunities for students to excel. We have a very proud history of achievements in the sporting arena, debating, public speaking, music and the arts.

The school has completed a situational analysis that has identified three areas of focus for the school improvement plan.

### 1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that expected growth in and percentage of students in top 2 bands in Numeracy would be an area for explicit focus in the new school plan. Through focus groups, teachers identified the need to examine quality data as a whole school, using this to provide explicit feedback to all students.

The key focus areas of explicit instruction, effective feedback and use of data to inform practice, provided by 'What works best evidence based practice to help improve student performance', were central to our goals. Research literature and school evaluation gave us clear focuses for three main areas; explicit teaching practices in Mathematics, data analysis across the school and effective feedback across the school. Developing explicit instruction for K-6 with the support of instructional leadership and mentoring programs will support our capacity to embed best practice into every classroom and allow for formalised and structured feedback.

### 2. Wellbeing and engagement

When conducting the analysis of school wellbeing it was evident that student sense of belonging is an area of ongoing focus. To further develop a sense of belonging for students, the school focus groups identified a more planned, evidence-based approach to wellbeing was necessary, coupled with the need to provide increased leadership opportunities, a range of extra-curricular activities and opportunities for students to mix across stages in structured programs.

Current wellbeing programs such as PBL, Worry Woos and Friendology provide the foundation for a planned approach. With adjustments and improvements to what we currently do, we could further improve student attendance, provide more leadership across the school and promote positive, respectful relationships among students and staff.

### 3. Quality systems

School planning, management practices and processes are areas of focus we identified in the SEF-SaS 2019. After consideration of staff and executive focus groups and other available evidence, we have concluded that we will have a four year focus on developing clear and explicit guidelines and processes to improve teaching and learning across the school, formative and summative assessment and learning and support procedures. Collaboration to develop these processes will connect teachers and leaders to their colleagues. This will help increase teacher collective efficacy, which Hattie (2019) lists as the number one factor that influences student achievement.

## 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	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

To improve student learning outcomes in reading and numeracy, we will examine quality data which will lead to targeted instructional leadership and implementation of explicit instruction in every classroom.

### 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.

- Explicit Instruction
- Data driven practices

### Resources allocated to this strategic direction

**Integration funding support:** \$377,613.00

**Low level adjustment for disability:** \$117,866.70

**QTSS release:** \$65,573.00

**Aboriginal background:** \$2,000.00

**Professional learning:** \$20,000.00

### Summary of progress

This year we released executive staff members to support the effective implementation of evidence-based explicit instruction within classrooms and build the capacity of all teachers around effective programming, the delivery of lessons and use of data to plan for differentiated learning opportunities. Data driven practices were embedded in reading and numeracy to ensure that student assessment data is regularly used school-wide to identify student achievements, reflect on teaching effectiveness and inform school directions.

To ensure the success of our initiatives, explicit systems for mentoring, instructional leadership and stage planning for collaboration were developed. Instructional leaders worked closely with staff to support the effective implementation of evidence-based teaching strategies. Release time was given to Assistant Principals and teachers to provide demonstration lessons involving explicit instruction techniques and teacher feedback during lesson observations was given to sustain quality teaching practice. We provided staff with targeted professional learning on explicit instruction, including decodable readers and curriculum reform. Staff were also provided with additional professional learning that was responsive to the needs of individual teachers. Time was allocated to stage teams to reflect on current teaching practices, adapt teaching practices, collaboratively plan units of work and refine explicit warm ups based on our school's scope and sequence. A whole school programming template for Mathematics was reviewed and modified to ensure consistency across the school and to ensure that students were placed in fluid groupings with targeted learning activities. We continued to refine whole-school systems to collate, analyse and use Essential Assessment, Sentral Markbook, Check-in and NAPLAN data, to inform teaching practices and track student progress against our targets. The introduction of a whole school assessment schedule allowed us to embed assessment practices across the school. The Assistant Principal Curriculum was able to triangulate the data to assist executive in the planning of targeted 'bump up' groups with our Covid Intensive Learning Support teachers and students requiring intervention with our LaST. Furthermore, the data was shared with staff and all teachers engaged in meaningful data conversations around student progress through scheduled professional learning opportunities each term.

This has resulted in all teachers embracing a whole school approach in their delivery and planning of explicit instruction in Mathematics. It is well documented in all teacher programs and the strengthening of teacher capacity is evident. A whole school approach to data driven practices to monitor and track student progress and inform future school directions has become common practice. Teachers analyse student assessment data regularly to inform teaching practice, student needs are identified, and student learning outcomes improved against baseline data as evident in NAPLAN and Check-in results.

Next year with the commencement of the APCI role, a key focus will be building teacher capacity and supporting the implementation of the new K-2 English and Mathematics syllabus. Resources will be developed alongside the new K-2 syllabus to support teachers in ensuring high-service delivery in our specific school context. Another focus will be targeted around whole school Mathematics professional learning in preparation for future documents released as part of the DoE curriculum reform. We will continue to ensure data-driven practice by regularly using a range of assessment results to target teaching towards students' differentiated needs. We will streamline the formation of intervention and HPGE groups by building teacher capacity in considering current data rather than initiating assessments at the beginning of each term.

## 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
Percentage of students achieving top two bands in numeracy increases from 36.9% to at least the lower bound system-negotiated target of 45.4% by 2022.	We achieved 42% of students achieving in the top two bands in numeracy.
Percentage of students achieving top two bands in reading increases from 56.2% to at least the lower bound system-negotiated target of 62.6% by 2022.	We achieved 56% of students achieving in the top two bands in reading.
A minimum of 59.2% of students achieve expected growth in NAPLAN numeracy.	Growth could not be measured due to NAPLAN not running in 2020.
A minimum of 70.7% of students achieve expected growth in NAPLAN reading by 2023 (lower bound system-negotiated target).	Growth could not be measured due to NAPLAN not running in 2020.
Increase our school average reading lexile level from 779L to an average of 787L.	Our school average reading lexile decreased slightly to 738L.
Increase the percentage of students achieving at proficient or advanced in the Literacy Pro proficiency bands, from 75% to 76.5%.	Students achieving at proficient or advanced in Literacy Pro decreased slightly to 68%.
Increase from 33% to 100% of teachers reporting they use Explicit Instruction techniques in Mathematics lessons every day.	We achieved an increase from 67% to 94% of teachers using explicit instruction daily.
Increase the average percentage of students (Yr 2 - Yr 6) achieving positive growth in the PAT Maths assessment, from the baseline of 69.6% to 75.6%.	We out performed our target with 83% of students achieving positive growth in the PAT Maths assessment from 2021-2022.

## Strategic Direction 2: Wellbeing and engagement

### Purpose

To increase the proportion of students reporting sense of belonging at school.

### 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.

- Promoting social and emotional learning
- Fostering a sense of belonging

### Resources allocated to this strategic direction

**Socio-economic background:** \$19,870.00

**Aboriginal background:** \$6,685.00

### Summary of progress

In Strategic Direction 2, the promotion of social and emotional learning along with fostering a sense of belonging was an area of focus. Avoca Beach Public School is a Positive Behaviour for Learning (PBL) school, where the values of respect, responsibility and personal best are embedded into classroom and playground environments. Student voice and leadership is valued and promoted school wide. Individual student improvement is linked to attendance and as such is positively presented to our school community.

Social and Emotional Learning programs including Friendology and Worry Woos were embedded across the whole school as an integral part of Personal Development/Health and Physical Education lessons. These programs were complemented by the continuation of House Families which occurs each Monday. All staff members and students belong to a House Family and each session has an identified learning intention, linked to fostering a sense of belonging. A peer support program, 'Buddies', was implemented between Kinder and Year 6 and Year 1 and Year 5. This program occurs fortnightly and encourages bonds between students. To develop leadership skills, particularly in senior grades, a Student Representative Council and House Captain Leadership program operated. An Assistant Principal is the school's Wellbeing Coordinator two days a week. This role provides support to our teachers, families and students with additional needs, ensuring each student is meeting learning and social goals. It also provides greater communication and support to families regarding attendance. The Wellbeing Coordinator met with the HSLO fortnightly to monitor student attendance.

Avoca Beach Public School is very proud of the importance that is placed on wellbeing and belonging for all members of our school community. As a result, all students are connecting with peers and teachers outside of their grade on a weekly basis. In conjunction with the Wellbeing Coordinator and social and emotional learning programs, daily attendance continues to grow. Identified students had an attendance improvement plan implemented, linking them with outside agencies where needed. Direct communication with the Wellbeing Coordinator and HSLO resulted in improved attendance. This position has also ensured that students have specific PLaSPs and these are developed in consultation with parents. The weekly class PBL lessons and communication at whole school assemblies, sees a collective efficacy and a consistency of expectations and reporting. All students participated in PBL rewards days which took place in the final week of each term. To recognise the challenges of 2021, a surprise excursion to the movies was held in Term 1.

Next year, we will continue to schedule time to maintain the building of positive relationships throughout the school, via house families. We will review the timetabling of these opportunities. A continued commitment to providing all staff with ongoing professional learning around developing inclusive practices will be provided. To build the capacity of parents to support their children with the complexities of school life, K-6 parent information nights occurred. Information sessions on resilience and anxiety were planned but due to COVID restrictions, were unable to proceed. These will be rescheduled for 2023.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students	We achieved 89% of Year 4, 87% of Year 5 and 75% of Year 6 reporting a

reporting a sense of belonging from 77% in 2019 to 85% in 2022 TTFM survey.	positive sense of belonging. Equating to an overall average achievement of 84%.
Increase the proportion of students attending school 90% of the time or more from the baseline 74.3% to at least the lower bound system-negotiated target of 82.9% in 2022.	In 2022, we achieved 43% of students attending school 90% of the time or more.



## Strategic Direction 3: Quality systems

### Purpose

To improve quality systems across the school to support professional effectiveness of all school members.

### 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.

- Learning Support Team
- Assessment

### Resources allocated to this strategic direction

**QTSS release:** \$24,984.00

**Professional learning:** \$2,030.00

**Literacy and numeracy intervention:** \$45,968.00

**Literacy and numeracy:** \$15,606.00

### Summary of progress

This year we released an executive staff member for two days per week to coordinate the Learning Support Team and lead the school focus on quality wellbeing systems. Staff were provided with professional learning in the use of Essential Assessment, with a focus on mathematics. Extensive professional learning was also conducted on effective feedback. Teachers collaborated throughout the year to design effective feedback lessons for all students K-6. The Assistant Principal Curriculum developed a whole school teaching and learning handbook.

Having a Learning Support Coordinator off class two days per week allowed for strategic support of our SLSO team and teachers of students with specific learning needs. Staff were regularly updated on Learning Support Team caseloads through weekly communication meetings to ensure collective responsibility for the needs of our students. The introduction of Essential Assessment in 2022 supported teachers to provide more specific feedback on areas for improvement, to individual students. Consistent approaches to formative and summative assessment have been embedded in mathematics teaching and learning programs. The leadership team continued their journey in the LEED project to support capabilities in the use of data, evidence and evaluation practices to support strategic school improvement, with a focus on feedback. Within this project, providing executive release time each week allowed regular observations of lessons and feedback was provided to teachers on their use of effective feedback within a range of lessons. Furthermore, the teaching and learning handbook provided a guide to ensure consistent approaches to evidence-based pedagogy across the school.

This has resulted in all teachers being committed to identifying, referring and implementing interventions to support and cater for students' needs. A whole school approach to assessment to track student progress and inform future school directions has become common practice and is well documented in all teacher programs. The use of the teaching and learning handbook has provided consistency and promoted high quality teaching and learning practices.

Next year, in this strategic direction, we will formally review the Learning Support Team processes and procedures to inform areas for development and ensure all staff have a deep understanding of school and department policy. We will continue to develop effective feedback strategies and review formative and summative assessment practices so these clearly align to the new K-2 Maths and English syllabus.

### 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
Improvement in the School Excellence Framework (SEF) areas of school planning, management practices and processes to achieve sustaining and growing in at least 3 of the 6 themes, as evidenced by data collected in	We achieved at sustaining and growing in all 6 themes of school planning, implementation and reporting, and management practices and processes, within the Leading element of the School Excellence Framework.

preparation for external validation.	
Increase the percentage of students agreeing or strongly agreeing that teachers provide effective feedback following assessment tasks, from baseline data of 82% to 85%	We achieved an increase to 93% of students agreeing or strongly agreeing that teachers provide effective feedback following assessment tasks.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$377,613.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Avoca Beach Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Instruction</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employ 8 School Learning Support Officers (SLSOs) to support differentiated curriculum delivery to enable students with an identified disability to access the curriculum and achieve their potential.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of students with identified disability supported with a Personalised Learning and Support Plan, in consultation with parents/carers, teachers and external agencies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 IFS funding will again provide SLSO support to all students with specific learning needs. Funding will also provide an opportunity for continued professional learning for SLSO's to build capacity and understanding of the Inclusive Education Policy.</p>
<p>Socio-economic background</p> <p>\$19,870.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Avoca Beach Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Promoting social and emotional learning</li> <li>• Fostering a sense of belonging</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• PBL rewards days to acknowledge students for achieving the values of responsible, respectful and personal best</li> <li>• whole school enrichment days in the areas of Mathematics, creative arts, Literacy and STEM</li> <li>• staff release to run high performance and gifted education groups</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of students were able to be involved in enrichment programs in a variety of learning areas. Opportunities were provided to a range of students across the school to participate in extra-curricular activities, including debating, chess, public speaking, dance and external sporting competitions. All students in Stage 2 and Stage 3 were able to attend overnight school camps. Increase to 84% of students reporting a positive sense of belonging at school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue providing a range of cultural, academic and sporting opportunities for all students to be involved in. Providing release for teachers to work in a community connections team to identify families requiring extra support and map out an annual action plan for support and further fundraising opportunities. Purchase resources to further create engaging and supportive classroom environments.</p>

<p>Socio-economic background</p> <p>\$19,870.00</p>	<p>Continuation of community engagement events to build sense of belonging within the school and also with the wider community.</p>
<p>Aboriginal background</p> <p>\$8,685.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Avoca Beach Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Instruction</li> <li>• Fostering a sense of belonging</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of staff, community and student cultural competency and connectedness</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways and development of internal and external cultural programs</li> <li>• redevelopment of a cultural learning spaces - Yarning Circle and Native Garden entrance artwork</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  100% of Aboriginal students having a Personalised Learning Pathway (PLP) developed, in consultation with parents, the student and the teacher.  80% of families attending cultural celebration activities to acknowledge goals developed in PLPs.  Aboriginal Education Officers running Acknowledgement of/Welcome to Country professional learning workshops for the whole school, students and staff.  A cultural learning space supported classes to foster yarning with their class.  The Native Garden educational space supported learning around native Australian flora with specific links to the Darkinjung Country totem whilst strengthening links to Acknowledgement professional learning.  Tell Them From Me data showed that 86% of Aboriginal students strongly agree that they feel good about their culture.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  A focus on building individual cultural awareness for our 11 Aboriginal students, through Tjudibaring AECG links and local excursions/incursions. Opportunities for staff to build their knowledge and understanding of supporting Aboriginal education through Connecting to Country and Personalised Learning Pathway professional learning initiatives.  Development of cultural programs to foster increased attendance and cultural competency.  Development of school Reconciliation Action Plan.</p>
<p>Low level adjustment for disability</p> <p>\$117,866.70</p>	<p>Low level adjustment for disability equity loading provides support for students at Avoca Beach Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Instruction</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul>

<p>Low level adjustment for disability</p> <p>\$117,866.70</p>	<p><b>The allocation of this funding has resulted in the following impact:</b>          Extending our Learning and Support Teacher role from a 3 day per week position to a 4 day per week position has enabled the caseload for students requiring support, to increase by 25%.          Implementation of the Mini-lit intervention program for students across K-2.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          Students for targeted intervention in specific areas of literacy and numeracy have been identified at the end of 2022. Specific programs have been identified and an in-class support timetable will be developed by the Learning Support Team to maximise the support for students requiring intervention, over a 4 day period in 2023.</p>
<p>Professional learning</p> <p>\$27,030.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Avoca Beach Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices</li> <li>• Learning Support Team</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Stage Planning days each term for teachers to collaboratively plan teaching and learning programs, contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</li> <li>• engaging a specialist teacher to unpack the Essential Assessment Program and support teachers to effectively assess all aspects of numeracy and use formative assessment data to develop differentiated teaching plans, with a focus on explicit instruction pedagogy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          Targeted professional learning for teachers to develop their skills in delivering explicit instruction pedagogy in Mathematics lessons.          Reliable assessments were planned to ensure formative and summative samples are included and monitored regularly to evaluate student learning over time.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          Provide staff with stage planning days to collectively improve teacher practice, aligned to the new K-2 English and Maths syllabus.          Focus on providing professional learning around inclusive practice to ensure all teachers improve capacity to cater for the needs of students with special needs.</p>
<p>Literacy and numeracy</p> <p>\$15,606.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Avoca Beach Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy (PM readers online and decodable readers online)</li> <li>• staff training and support in literacy and numeracy</li> <li>• purchasing of literacy resources such as decodable readers for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Literacy and numeracy</p> <p>\$15,606.00</p>	<p>Kindergarten and Stage 1 students having access to decodable readers for in-class guided reading lessons and for the home reading program. Each classroom received resources to ensure a maths toolkit was available for every student to use in mathematics lessons. Documented evidence of a whole school approach to assessment in Mathematics.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Deeper level professional learning to align Essential Assessment for Mathematics to the new K-2 syllabus.  Purchase of more decodable readers and rich literature to support units of work aligned to the K-2 English syllabus.</p>
<p>QTSS release</p> <p>\$90,557.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Avoca Beach Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Instruction</li> <li>• Learning Support Team</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principals provided with additional release time to work shoulder to shoulder with teachers to mentor and provide instructional leadership to strengthen quality teaching practices and build collective pedagogical practice.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  An instructional leadership role statement was developed and ensured a structured and planned approach to team teaching, modelled lessons and providing release to observe best practice in other classes.  All assistant principals were provided with an Instructional leader day per week, to work shoulder to shoulder with their teaching team. The executive team maintains a focus on instructional leadership to sustain a culture of effective, evidence-based teaching and learning in mathematics across the school.  A whole school approach to deliver explicit instruction in numeracy with all teachers committed to implementing the most effective explicit teaching methods, as evidenced in teacher programs, lesson observation records and the establishment of a teaching and learning handbook.  Teaching and learning programs are dynamic and monitored closely to ensure they show evidence of explicit teaching in numeracy, effective use of data with regards to differentiation of students according to understanding following pre-assessment, the implementation of effective warm-ups and reflection of student understanding.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Executive release for supervisors to team teach, model lessons and complete lesson observations to support the implementation of quality literacy and numeracy lessons, aligned to the K-2 syllabus.</p>
<p>Literacy and numeracy intervention</p> <p>\$45,968.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Avoca Beach Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention</li> </ul>



<p>Literacy and numeracy intervention</p> <p>\$45,968.00</p>	<p>for students</p> <ul style="list-style-type: none"> <li>• professional learning for teachers, to further understand how to use formative and summative assessment functions of the Essential Assessment program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Documented evidence of formative and summative assessment in all teacher programs, with a focus on mathematics and English.  Documented evidence of a whole school approach to assessment in mathematics.  PLAN evidence shows student learning outcomes improved, with 85% of students always being able to locate specific information in a predictable print text or a given set of digital sources as opposed to sometimes being able to locate specific information in a text. Student growth in Year 3 was again highlighted within the Essential Assessment Common Grade Assessment in literacy, where student results showed an average growth of 31.9% based on the pre and post test data. The PLAN evidence shows that 57% of Stage 3 students in Year 5 moved from sometimes being able to identify language features used to present opinions or points of view to always being able to present opinions and points of view.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Employment of an Assistant Principal Curriculum and Instruction (APCI) to continue supporting the professional development needs of every teacher, with the focus of improving student outcomes in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$51,664.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy, with a focus on comprehension, reading fluency and improvement in the number strand of mathematics</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  In 2022, 45 students from Year 3 and Year 5 were targeted for both reading accuracy, comprehension lessons and numeracy number strand consolidation lessons. Students were chosen based on PM Reading Level, Number and Algebra Common Grade assessments, PAT Maths scores, Check-in scores and NAPLAN results. Groups were formed based on student needs.  Literacy- Commencing with Term 1 and then Term 3 focusing on reading fluency, accuracy, and comprehension. The evidence shows that outcomes have significantly improved from students attending these small groups. The data shows that the Stage 2 students in Year 3 targeted for this intervention resulted in 57% of students having moved on PLAN from sometimes being able to respond to complex and sophisticated texts to always being able to respond to complex and sophisticated texts.  Numeracy- The Term 2 and Term 4 emphasis was on improving numeracy, particularly within the number strand. Year 3 student growth was emphasised within the Essential Assessment Common Grade results in Numeracy. On average students demonstrated a 10% growth overall for numeracy. In Year 5, 83% of students were recorded on PLAN data as moving from sometimes being able to use multiplication and division as inverse operations to always being able to use multiplication and division as inverse operations. Furthermore, 76% of students were recorded on PLAN as having moved from sometimes being able to locate and order decimals between 0 and 1 to always being able to locate and order decimals between 0 and 1 up to two decimal places.</p>

COVID ILSP \$51,664.00	<b>After evaluation, the next steps to support our students will be:</b> Due to COVID outbreaks and the resulting disruptions in learning and staffing, the COVID ILSP funding will continue in 2023, to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	257	252	245	227
Girls	208	223	218	224

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.8	95.1	93.7	89.4
1	93.6	94.3	93.1	87.3
2	93.5	94.7	93.8	87.6
3	92.9	94.8	93.0	88.3
4	91.2	93.4	92.9	86.9
5	92.1	93.3	93.1	84.1
6	88.3	93.7	91.4	86.7
All Years	92.0	94.2	93.0	87.3
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

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.39
Literacy and Numeracy Intervent	0.4
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	3.78

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	595,830
<b>Revenue</b>	4,674,230
Appropriation	4,458,019
Sale of Goods and Services	7,170
Grants and contributions	202,832
Investment income	6,209
<b>Expenses</b>	-4,388,139
Employee related	-3,963,175
Operating expenses	-424,964
<b>Surplus / deficit for the year</b>	286,091
<b>Closing Balance</b>	881,921

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	377,613
<b>Equity Total</b>	146,421
Equity - Aboriginal	8,686
Equity - Socio-economic	19,871
Equity - Language	0
Equity - Disability	117,864
<b>Base Total</b>	3,426,531
Base - Per Capita	116,991
Base - Location	0
Base - Other	3,309,540
<b>Other Total</b>	263,276
<b>Grand Total</b>	4,213,841

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2022, the school sought opinions about communication, student wellbeing, teacher feedback and explicit teaching practices. Tell Them From Me and school-based surveys were used to gather responses.

Tell Them From Me surveys indicated that parents saw informal face to face meetings and formal interviews as the most useful forms of communication when discussing their child. 92% found formal interviews useful or very useful and 91% found informal meetings useful or very useful. Furthermore, the most useful forms of communication for finding out news about the school, was the school newsletter, app messages and emails. Of the seven measures in the 'Partners in Learning' parent survey, parents rated our school the highest in supporting positive behaviour. The school mean was 8.1, which is above the NSW government norm of 7.7.

In 2022, we had an increase to 84% of students indicating a strong positive sense of belonging. Tell Them From Me surveys also indicated a significant increase in school pride, with 86% of students agreeing or strongly agreeing that they felt proud of their school. The school-based surveys on assessment and teacher feedback showed identical percentages to the Tell Them From Me student survey. An impressive 97% of students agreed or strongly agreed that, 'my teacher gives me feedback on my work so I know how to improve'.

Teacher feedback was collected using the Focus on Learning Survey, which included eight drivers of student learning; leadership, collaboration, inclusivity, data informed practice, learning culture, parent involvement, teaching strategies and technology. Teachers scored all eight drivers well above NSW government norms. 100% of teachers agreed that they use explicit instruction techniques in lesson every day. In relation to student wellbeing, 91% of teachers agreed or strongly agreed that the wellbeing programs they deliver in their classrooms and across the school, are having a positive impact on students.



# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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