

2022 Annual Report

Bronte Public School



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Introduction

The Annual Report for 2022 is provided to the community of Bronte 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

Bronte Public School

Hewlett St

Bronte, 2024

<https://bronte-p.schools.nsw.gov.au>

bronte-p.school@det.nsw.edu.au

9389 4527

School vision

The VISION shared by our community is that Bronte Public School be recognised as a high performing, creative, engaged and collaborative learning community, where individuality and diversity is valued, excellence is celebrated, and relationships are built on mutual respect, kindness, responsibility and inclusivity.

School context

Bronte Public School is a K-6 Eastern Suburbs school set on a compact site with an enrolment of 310 students. Bronte Public is accessible to the local community maintaining an inclusive environment with a true community spirit. Our students perform exceptionally well in a range of endeavours and we share high educational expectations for our students. This is nurtured through positive practice, collaborative approaches and extensive opportunities. The school focuses on engaging all students with successful experiences that nurture a lifelong love of learning; integrate the arts, global cultures and languages, sustainability and technology, and allow all children to reach their full potential. Children's creativity, character and thinking skills are fostered, and their achievements in learning, effort, participation and social justice are recognised and celebrated.

Through our situational analysis, we have identified a need to engage the community in learning programs to support a strong network of support for every student. Further work to deliver quality differentiated instruction to support individual students including additional needs and those identified as high potential and gifted.

Continual analysis and use of student performance data will determine areas of need and success and the involvement of the whole school community in the process will ensure a culture of high expectations and student engagement.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	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	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all learners achieve maximum growth through a culture of effective feedback and high expectations

Initiatives

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

- Reading and High Expectations
- Numeracy and Effective Feedback

Resources allocated to this strategic direction

English language proficiency: \$26,478.09

COVID ILSP: \$10,764.00

AP Curriculum & Instruction: \$90,342.60

Low level adjustment for disability: \$87,019.87

Integration funding support: \$104,064.00

Professional learning: \$18,452.09

QTSS release: \$45,734.81

Summary of progress

Commencing on the first day of 2022, the Assistant Principal of Curriculum and Instruction (APC&I), made a significant impact to the executive team and overall support of K-6 teachers. After a number of years focused on literacy and based on analysis of external and internal data, both qualitative and quantitative, the APC&I, school executive, staff and school services identified the need for teachers at Bronte to delve deeper into the 'big ideas' of Number (Developing the Big Ideas of Number, Hurst & Hurrell (2014)) to support students' conceptual understanding of mathematical concepts and fluency. The APC&I explored evidence-based numeracy teaching practices (professional learning, collaborating with Instructional Leader Community of Schools in the Eastern Suburbs (COSIE) network and DOE Numeracy consultants). Based on data analysis by the executive team, a focus on strengthening student and staff Number Sense (understanding and fluency), through the implementation of Number Talks as a whole school formative assessment teaching practice.

The APC&I facilitated a high impact professional learning Numeracy twilight session in Term 2 to develop teacher understanding on The Big Ideas of Number. This twilight focused on and guided staff on the implementation and delivery of Number Talks. The 'Big Ideas of Number' highlight the important connections that exist within and between the ideas and across various content areas of mathematics. The Numeracy twilight also focused on the rationale, planning and implementation of Number Talks into classroom practice to enhance student's conceptual understanding of mathematical concepts. Supporting the introduction of Number Talks at Bronte has encouraged students to work fluently when solving mathematical tasks, as well as providing teachers with an additional formative assessment strategy. Stages were given time to plan their first few weeks of Number Talks during SISA time and Stage Meetings. A team-teaching model was introduced to support the implementation of Number Talks as a consistent school practice.

The successful implementation of Number Talks, as a formative assessment tool, have been successfully implemented at least twice a week in 2022. A future focus for 2023 will be for staff to be supported in using this teaching practice as a more effective formative assessment tool prior to teaching content. There is also space for teachers, especially Stage 3 teachers, to focus Number Talks on Multiplicative Thinking. Time will also be allocated for staff to observe, and team teach Number Talks across stages, to enhance student outcomes.

As part of our performance and development cycle this year, staff Professional Development Plans (PDP) included a goal focused on Number Talks. Time was allocated for executive to work with teachers through classroom observations and reflect on these lessons. Feedback supported ongoing adjustment to professional practice and PDPs. The team-teaching model (both APC&I classroom support and PDP observation cycle) supported staff professional growth and linked teacher success directly to the school's strategic directions. Based on pre and post teacher survey results, as well as Check-In data (Term 1 compared with Term 4), there has been an increase in enthusiasm and confidence when exploring Number Sense and Additive Strategy problems.

Based on teacher feedback and to further develop teachers' professional growth, with the aim of improving student outcomes, staff participated in professional learning in the new numeracy resources developed by the NSW Department of Education. Teachers collaboratively explored the Universal Resource Hub, a digital platform developed by the NSW DOE, accessing teaching, learning and assessment resources related to mathematics that are research-based, high-quality, and aligned to the syllabus and curriculum. In particular teachers have incorporated differentiated maths games

into their classroom practice, using whole school sharing sessions to support the effectiveness of these strategies. Supported by the APC&I, teachers have also had the opportunity to engage with the Interview for Student reasoning (IfSR) process to build individual student understanding of mathematical skills. As these interviews feed directly into the Progressions for Literacy and Numeracy (PLAN), future teacher capacity will be developed around the effective use of PLAN to monitor students' learning growth.

A newly formed cross-stage Numeracy Committee drove mathematical curriculum knowledge, engaging numeracy teaching practices, development of maths resources, and school community engagement in numeracy. The Numeracy Committee carried out a resource audit with a focus on targeting student engagement. Through this committee's discussions, initiatives for 2023 include the facilitation of a parent numeracy workshop and the setting up of the numeracy resource room (measurement and geometry materials).

Bronte Public School ES1 team observed their Clovelly Public School counterparts. With a shared focus for both schools on early Number and Place Value, this collaborative initiative also aligned with our whole school differentiated approach to the teaching of numeracy. Both teams shared differentiated teaching practices and resources. As a result of these observations and discussions, the ES1 team have set up differentiated Maths Partner Boxes and trialled these with targeted groups, with positive results experienced around student engagement and learning outcomes. These partner boxes will be implemented across ES1 from Term 1, 2023.

Early career teachers focussed on differentiated teaching practices, especially those related to literacy. The executive led the introduction of decodable readers into K-2 programs through context specific professional learning.

We continue to work towards increased student growth and attainment. With regards to literacy, focusing on a consistent approach to explicit reading instruction (whole class and within reading groups), as well as embedding quality literature within programs. In 2023, all staff will be involved in professional learning and team planning with regards to quality literature and programming evidence-based explicit reading instruction. With regards to numeracy, we will continue to focus on developing our students' conceptual knowledge through the use of formative assessment strategies as a way to understand students' mathematical thinking. Number Talks will be embedded in all classrooms throughout the school and teachers will be supported to use Number talks as a formative assessment strategy to inform their programming and differentiation strategies. During team teaching sessions in 2023, Number Talks as a formative assessment strategy, will be a focus area. Moving forward, teachers will continue to engage with IfSR numeracy assessments, using the information gained from these interviews to understand the specific needs of particular students. As these assessments feed directly in the Progressions for Literacy and Numeracy (PLAN), teachers will be supported to engage with tracking student achievement in specific areas of numeracy within PLAN to monitor student learning growth.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving the top two bands in NAPLAN reading to 74.1%	The percentage of students achieving the top two bands in NAPLAN reading is 76.0%, an 8-percentage point increase on prior period.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy to the system negotiated target of 64.30%	Expected growth data is not available, due to NAPLAN not being conducted in 2020.
Increase the percentage of students achieving the top two bands in NAPLAN Numeracy to 59.8%	The percentage of students achieving the top two bands in NAPLAN Numeracy is 57.5%, a 0.5% increase in prior period.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy to the system negotiated target of 64.3%	Expected growth data is not available, due to NAPLAN not being conducted in 2020.
Percentage of students achieving expected growth in NAPLAN writing to match SSSG	Expected growth data is not available, due to NAPLAN not being conducted in 2020. However, students achieving the top two bands in NAPLAN Writing are on par with SSSG.
Evidence of formative assessment strategies in literacy and numeracy teaching and learning programs based	Evidence of teachers using formative assessment strategies in both literacy and numeracy was evident during PDP observations and Team-Teaching sessions. In particular, Number Talks were used by teachers as a formative



Building Number Towers to ten

Strategic Direction 2: Engagement

Purpose

To focus on engaging all students with successful experiences that nurture a lifelong love of learning, evidenced by high levels of student, staff and community well being and engagement.

Initiatives

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

- Engagement
- Wellbeing

Resources allocated to this strategic direction

QTSS release: \$20,000.00

Aboriginal background: \$1,059.95

Per capita: \$84,647.69

Professional learning: \$3,000.00

Socio-economic background: \$2,007.52

Summary of progress

Student well being and engagement was prioritised in a number of ways including the formation of a wellbeing team focusing on consistent personal development lessons K-6 and a shared understanding of programs to support and build engagement at school. The Wellbeing Committee made up of several teachers across different stages, was formed to drive consistent wellbeing practices and ensure all teachers were equipped with the knowledge, skills and resources to teach personal development. The team enabled a consistent focus on wellbeing linked to classroom practice. Through a teacher reflection session, the wellbeing Committee adopted the use of the PERMA V model to support clear articulation of Bronte Public School's wellbeing programs. The team worked on identifying the resources needed to support student engagement and wellbeing through the elements of positive emotions, engagement, relationships, meaning, accomplishments and vitality. The PERMA V model was shared through the newsletter and Wellbeing committee agendas. The program continues to be

The resumption of PSSA and sport, the school band and music program increased student engagement at school. Student agency was strong with all students participating in meaningful projects across the year. Our school student leaders were invited to contribute to Akiho Tata's sculpture 'Love Australia', as part of the 2022 Sculptures by the Sea exhibition. The Year 6 leaders also attended a leadership meeting with year 12 students at Rose Bay Secondary College focused on improving leadership and identifying initiatives to improve leadership programs across schools. A letter from Tania Plibersek acknowledged Year 3 students at BPS for their persuasive arguments to save the Great Barrier Reef. Letters were acknowledge and shared with the whole community. The Student Representative Council SRC, participated in an excursion to Kids giving back Kitchen, making food for homeless people. The launch of new Aboriginal Sport House names. Wuriwuri (red), Gamarama (green), Bunnerong (blue) and Baliya (yellow) involved collaboration with the Gujaga Foundation. The Sports Captains and Leaders organised activities to help their peers appreciate and understand the significance of the new house names. The House name launch was celebrated in the local Eastern Suburbs newspaper, school newsletter and at a special assembly. Buddy programs and peer support continued to promote inclusivity and respect across the school.

All teachers participated in a High Potential and Gifted Education HPGE professional learning session to support the use of the Differentiation Adjustment Tool DAT. Teachers applied new skills to stage planning sessions. Teachers used current Numeracy programs to plan and program using the DAT. Working in Stage groups and applying the DAT to current programs allowed an opportunity to differentiate teaching programs with guided support to cater for a wider range of student ability.

The broad range of school survey data indicates high levels of staff, student and parent satisfaction in the area of wellbeing. Student attendance declined throughout 2022, impacted by the end of remote learning and return to overseas travel. The school continued to regularly promote attendance and punctuality as a vital component for school success through the fortnightly newsletter and parent events. The inflatable colour run and K-2 athletics carnival were strategically scheduled for the final day of Term 2 and 3 to support attendance on the last day of term.

Working towards higher levels of curriculum delivery aligning with the Schools Excellence Framework, teachers will consistently use the school's online platform to record adjustments, parent meetings and to create and update student learning plans.

A focus on Stage 3 programs including leadership, peer support and extension opportunities will be revised to enhance engagement. The expansion of game changer across year 5, the 'write on' competition and broader public speaking opportunities will provide enrichment experiences for more students based on student's strengths across the school.

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
Improve Tell Them From Me Student survey data, Students report a positive sense of belonging at school to 81%	Student's positive sense of belonging increased slightly during the year, however remained below the State average.
Increase the percentage of students attending school by 4.5% to above 92.9%	The number of students attending school greater than 92.9% of the time decreased by 25.87% to 67.03%, however this figure was significantly affected by the return to school during and after the COVID period.
Increase in the school mean across the eight drivers of student learning (Tell Them from Me Teacher Survey).	The school mean increased or remained the same in six out of the 8 drivers that impact student learning, based on the 2022 TTFM Teacher Survey. All eight drivers of student learning at Bronte Public School were above the state average.
Evidence shows regular and improved partial attendance tracking results are celebrated with the community.	Based on 2022 partial attendance and absence data, there was a continued focus on whole school activities planned for the last weeks of term to encourage stronger attendance at the end of a term.



Community reconnects at end of year
School Concert

Strategic Direction 3: Shared Partnerships

Purpose

To promote a culture of collaboration and collective responsibility that ensures our students think critically and creatively and are prepared for future learning.

Initiatives

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

- Expertise and Innovation
- Collaborative Community

Resources allocated to this strategic direction

School support allocation (principal support): \$18,000.00

Summary of progress

In 2022, Bronte Public implemented a variety of practices to develop and foster a **collaborative community**. Teachers contribute to the newsletter showcasing their students literacy and numeracy work samples. The APC&I and Bronte executive shared information about student learning at the P&C meetings, in emails and newsletters to support parent's understanding of school programs and the new K-2 curriculum early adopter work. Email is embraced by the community and as a result teachers have stronger connections with their families. Consistent, school-wide practices were fostered and developed involving the students, parents and staff to enhance student and parent collaboration in learning. Parents returned to classrooms, supporting teacher-led literacy sessions. The APC&I promoted student learning goals in professional learning and teachers used new learning to support students to identify and articulate their literacy and numeracy goals. Student led conferences were improved by this process through stronger visibility of student goals and increased student responsibility and ownership of their learning. Teachers work highly collaboratively in stages and with the APC&I to analyse data and implement improvement strategies to build on student knowledge and understanding. All staff are involved in the school plan strategic directions and share responsibility for effective collaboration with parents to support student learning. All teachers developed Professional Development Plans PDPs linked to the school strategic directions and the Australian Teaching Standards.

There was strong collaboration across the community, evidenced by eight well-attended P&C meetings, continued operation of the P&C second hand uniform shop and a successful trivia fund raising event. The APC&I presented a range of data including student well-being and NAPLAN data. These forums increased parent understanding of school data linked to teaching programs and teacher professional learning focus areas. A volunteer parent maintains our school garden and worm farms and was keen to work with students and teachers to develop a good understanding of composting at school.

Next year we will seek regular feedback from parents to ensure homework is engaging and our language and performing arts programs are relevant. These investigations will lead to increased student engagement and motivation backed by parent support. We will provide data to the P&C to support funding priorities are linked to student learning and engagement and we will run a session for families to share the evidence-based numeracy instruction practices used in classrooms. These actions will further improve teaching and learning programs and provide closer collaboration between teachers, students and parents.

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
94% of students will value their learning at school (Tell Them From Me Student Survey).	As per the Tell Them From Me data, 87% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
Teacher Tell Them From Me survey indicates the use of technology to drive student improvements at increased	The Tell Them From Me teacher survey indicates a mean of 7.1 (based on a scale of 1 - 10) for teachers utilising technology to drive student improvement, this is above the state mean of 6.7.

mean of 7.4	
Stage 2 and stage 3 teaching and learning programs will show evidence of innovative teaching practices and learning modes as measured by the Innovative Learning Framework	Stage 3 programs show evidence of innovative teaching practices across the key learning areas, as indicated by the Innovative Learning Framework including researching, planning, peer conferencing, creating, designing and collaborating.
Management practises and processes are responsive to school and community feedback improvement measured through annual assessment using Schools Excellence Framework	<p>Schoolwide use of Sentral to monitor adjustments and individual learning plans.</p> <p>Review process of student led conferences to increase student, teacher and parent engagement.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$104,064.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bronte Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and High Expectations • Numeracy and Effective Feedback <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 a disability • Staffing release for targeted professional learning around student's health care needs <p>The allocation of this funding has resulted in the following impact: strong and cohesive learning support procedures and systems to cater for students diverse needs. Student achievement communicated.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the Learning and Support team, the school will provide additional support for identified students through the employment of trained SLSOs and 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>\$2,007.52</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bronte 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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support mindfulness- Peaceful Kids program implementation. • Combined funding towards employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Students equipped with strategies to resolve minor social emotional issues and ready to learn in the classroom as a result of skills built through explicit lessons.</p> <p>After evaluation, the next steps to support our students will be: Consistent teacher practice across the school to ensure students continue to build on the skills of personal development and all students having the opportunity to participate in all extra curricula opportunities</p>
<p>Aboriginal background</p> <p>\$1,059.95</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bronte Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Aboriginal background</p> <p>\$1,059.95</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • family consultation and engagement to develop meaningful personalised learning plans. • all students work with Aboriginal consultative group to create a mural recognising the Gadigal people of the Dharawal Nation. <p>The allocation of this funding has resulted in the following impact: Aboriginal mural conveys history and meaning to students about the local area.</p> <p>After evaluation, the next steps to support our students will be: Increased teacher professional learning which promotes quality teaching, is engaging, and is culturally appropriate and relevant</p>
<p>English language proficiency</p> <p>\$26,478.09</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bronte Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional reading workshop for parents and open classrooms during literacy sessions. • professional learning as early adopters of the new K-2 syllabus increases teacher's knowledge of how students learn to read. • updating reading resources to meet the needs of students. <p>The allocation of this funding has resulted in the following impact: staff deployed to support reading groups and coordinate parent and community helpers in the classroom Improved availability and use of decodable texts in classrooms</p> <p>After evaluation, the next steps to support our students will be: teacher professional learning about the science of reading promotes more phonetic based strategies to enhance the teaching of reading and parents provided guidance to help students read at home.</p>
<p>Low level adjustment for disability</p> <p>\$87,019.87</p>	<p>Low level adjustment for disability equity loading provides support for students at Bronte Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and High Expectations • Numeracy and Effective Feedback <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of SLSO to provide tier 2 literacy support. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (ILPs and PLSPs) • data driven small-group teaching sessions provides feedback on student achievement to teachers and parents <p>The allocation of this funding has resulted in the following impact: the provision of small group learning opportunities in literacy enabling the implementation of effective practices for student engagement and achievement in personalised literacy tasks. The successful strategies and</p>

<p>Low level adjustment for disability</p> <p>\$87,019.87</p>	<p>resources were shared with classroom teachers to utilise within class lessons.</p> <p>After evaluation, the next steps to support our students will be: learning and support team provide a framework for teachers to update and share learning plans and teaching adjustments with parents and relevant staff.</p>
<p>Professional learning</p> <p>\$21,452.09</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 Bronte 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"> • Numeracy and Effective Feedback • Wellbeing <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 high potential and gifted education. <p>The allocation of this funding has resulted in the following impact: teachers using a differentiation adjustment tool to revise teaching programs and incorporate activities to support students with high potential.</p> <p>After evaluation, the next steps to support our students will be: participating in differentiated group work, students will be engaged and challenged in classroom activities.</p>
<p>QTSS release</p> <p>\$65,734.81</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bronte 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"> • Numeracy and Effective Feedback • Engagement • Wellbeing <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 • time allocated for every teacher to conduct the Interview for student Reasoning - IfSR <p>team teaching to support the use of formative assessment data through Number Talks.</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: greater awareness of student ability in literacy and numeracy clearer communication with students and teachers to promote student goals and future learning directions</p> <p>After evaluation, the next steps to support our students will be: the development of a strong model to support teachers deliver authentic curriculum reform and professional learning undertaken by teachers relevant and focussed on the problems of practice based on data in their classroom context.</p>
<p>COVID ILSP</p> <p>\$10,764.00</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</p>

<p>COVID ILSP</p> <p>\$10,764.00</p>	<p>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"> • Reading and High Expectations <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teacher to deliver small group literacy tuition providing targeted, explicit literacy/numeracy instruction for small groups of students <p>Impact</p> <p>The allocation of this funding has resulted in the following impact: data used to identify student literacy/numeracy needs and targeted teaching support provided.</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. The school learning and support processes have been revised and will track the progress of students who received additional support.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	206	206	175	159
Girls	182	168	160	149

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.0	95.7	95.6	90.9
1	92.6	96.6	95.9	92.8
2	95.8	96.9	95.3	93.1
3	94.6	96.0	92.9	90.3
4	92.7	95.6	94.0	89.8
5	95.3	95.5	94.7	90.5
6	95.3	95.0	92.6	87.4
All Years	94.4	96.0	94.4	90.7
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)	3.6
Classroom Teacher(s)	11.62
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	343,907
Revenue	3,537,295
Appropriation	3,090,215
Sale of Goods and Services	13,037
Grants and contributions	429,794
Investment income	3,948
Other revenue	300
Expenses	-3,410,101
Employee related	-2,981,143
Operating expenses	-428,958
Surplus / deficit for the year	127,194
Closing Balance	471,101

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	151,064
Equity Total	116,566
Equity - Aboriginal	1,060
Equity - Socio-economic	2,008
Equity - Language	26,478
Equity - Disability	87,020
Base Total	2,471,919
Base - Per Capita	84,648
Base - Location	0
Base - Other	2,387,271
Other Total	249,638
Grand Total	2,989,186

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

Each year Bronte Public School seeks feedback from parents, carers, students and teachers. The insights gained from this feedback guides the school with planning and setting initiatives to drive student engagement and school improvement. In 2022, feedback and opinions were sort from the school community through P&C, staff and student meetings, focus groups, discussions and surveys. One such survey is the Tell Them From Me (TTFM), a suite of surveys used to capture student, parent and teacher voices.

In 2022 Year 4, 5 and 6 students participated in the TTFM Student Survey. This data was collected twice in the year and was critical for understanding student engagement. The vast majority of students indicated they are socially engaged in school, (positive relationships and participation in school sport), institutionally engaged (valuing school and positive behaviour) and intellectually engaged (effort and quality instruction). 96% of students experience positive relationships with peers, well above the NSW government norms and prior year levels. It was pleasing to see an increase in the percentage of students who felt a 'positive sense of belonging' at school increase from prior period to 73%, however this is still below NSW government norms.

The TTFM Teacher Survey asks questions that are grouped to assess eight of the most important drivers of student learning. In 2022, at Bronte Public School, teachers rated our school above the NSW government norm in all 8 key drivers of student learning. The areas of strength identified by teachers in the TTFM 'Focus on Learning' Teacher Survey, included collaboration (staff and parents), use of data to inform teaching and leadership support. All these indicators were well above the NSW government norms. Staff and student wellbeing continue to be a priority at Bronte Public School. A school strategic focus has been on developing students conceptual understanding in mathematics through the introduction of mathematics games and Number Talks. All teachers expressed an increase in student motivation and engagement during mathematics lessons, with the majority of teachers setting individual student learning goals in mathematics.

The 2022 TTFM 'Partners in Learning' Parent Survey was completed by 117 parents, almost double the respondents from the prior year. The results from this survey have shown a significant improvement in the school's two-way communication with parents, when compared with prior year and NSW government norms. There has also been favourable growth in the percentage of parents and carers who have discussions with their child's teacher about their child's learning, increasing from 86% in 2021, to 91% in 2022. Over 90% of parents find informal and formal meetings the most useful types of communication to discuss their child's progress at school and pleasingly 90% of parents and carers surveyed stated they would recommend our school to other parents.

Feedback obtained from online surveys as well as parent, staff and student meetings has identified the need to further embed formative assessment strategies into teaching practices and to continue to provide detailed feedback to students and set high expectations learning goals based on this data. Parents and carers are also interested in their child's learning progress, as well as their social and emotional development. The 2022 TTFM Student Survey highlighted some areas that require further exploration, in particular with regards to gaining a deeper understanding of how our school can foster a greater 'positive sense of belonging' for students and increase levels of 'student interest and motivation in their learning'. During 2023 student focus groups will be established to explore students' thoughts and suggestions in these areas.

Overall, the community, students and teachers at Bronte Public School feel the school supports learning, student engagement and wellbeing, and promotes a collaborative and inclusive environment.

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.