

2022 Annual Report

Connells Point Public School



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Introduction

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

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

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Message from the principal

A message from Mrs Pavlovski (Relieving Principal - Terms 1-3)

I am proud of the academic achievement of all our students and the ongoing success of the programs and strategies that have been implemented by the school to ensure high quality teaching and learning experiences across Years K-6. Our school's success is underpinned by our strong emphasis on student wellbeing as well as our partnerships with our students, parents and the wider community. Connells Point Public School has a highly dedicated and experienced staff, who collaboratively plan and teach together to provide a safe and secure learning environment, where all students are nurtured and encouraged to achieve their personal best.

Our students are motivated and engaged in an interactive, dynamic curriculum. Connells Point Public School has a history of high achievement in not only academics, but also sport and the performing arts. In 2022, our success was highlighted by our Senior Oztag team prevailing as Premiers and the Senior Girls Netball team, sharing the Premiership title. Many individual students were successful in making the Botany Bay Zone sports teams and the school was also well represented at the Zone and Regional Swimming, Cross Country and Athletics carnivals. Our students also accessed a myriad of performing arts opportunities in 2022. These included the St George Dance Eisteddfod, Choir, Dance, Drama, Band, Debating and Public Speaking, all of which culminated in an annual 'Showcase' concert at the end of the year. In addition, we also had a student selected as a member of the Sydney Southeast Symphonic Winds 2022 Ensemble.

In 2022, we also enjoyed tremendous success in Public Speaking, with two of our students being selected to represent the Kogarah Network at the School Performance South Primary Schools Public Speaking Competition. Our sustainability programs continued to expand and went from strength to strength. Key initiatives in the hub were also directly supported by the school's leadership team.

In 2022, the school launched its new Positive Behaviour System, which clearly defined behaviour expectations and ensured a positive teaching and learning environment for all of the students. The year also saw the reintroduction of many whole school events including Book Week, Education Week and school carnivals. These events provided a timely opportunity to re-engage with our parents and strengthen partnerships with the community. I would like to take this opportunity to express our thanks to the P&C for their contributions to the school throughout 2022. Major Fundraisers that were led by the P&C included the Colour Run and the inaugural Father's Day breakfast. The money raised through events led by the P&C will make a significant contribution to our students and the school moving forward.

A message from Mr Smyth-Gapps (Principal - Term 4)

It was a great privilege to be appointed as the Principal of Connells Point Public School in 2022. I was overwhelmed and very humbled by the positive welcome that I received from our students, staff and the community. Although my arrival coincided with a very busy time of the year, I thoroughly enjoyed taking the time to meet our students, learn about our teachers and develop strong relationships with our parents. Term 4 provided a wonderful opportunity to review the school's current practices. The many wonderful elements of the school were acknowledged and celebrated and there

was also a priority placed on considering new programs and initiatives moving forward. Staff, student and parent feedback helped to shape a situational analysis that was undertaken at the end of 2022. This resulted in some adjustments to school priorities and an overview of the school's evaluative processes heading into 2023. I look forward to a very busy year ahead as I establish myself in the school.

I would like to take the opportunity to acknowledge the wonderful work of Mrs Pavlovski, Mrs Scotti and the school's leadership team, for navigating the challenges of 2022 and offering such a high level of leadership during a period of transition for the school. I would also like to thank the members of the P&C and School Council, who worked so closely with the staff to ensure the best outcomes for the students and the school. I look forward to continuing these strong partnerships and sharing in a very rewarding and successful 2023.

Message from the school community

The 2022 year was both challenging and highly rewarding for the P&C. Our challenges stemmed from the hall being out of use, many construction projects taking place across the school and the inclement weather. These factors certainly impacted opportunities for the P&C to lead events involving parents and the broader community.

Our rewards and successes came through the events that we were able to lead in 2022. These included a Mother's Day and Father's Day stall, the election day BBQ, the showcase raffle and the highly successful colour run. Other successful initiatives led by the P&C in 2022 included contributing to the cost to employ both a School Wellbeing Officer and an art teacher. The P&C also worked hard to develop and maintain good relationships with local sponsors and utilised opportunities to promote the school and engage with the community.

I would like to acknowledge the wonderful work of our canteen and uniform shop coordinators and volunteers in 2022. They continued to provide an outstanding service to our students and the community, despite the challenges associated with supply shortages and the rising costs of products. I thank you all for your commitment and flexibility. We are very fortunate to have a group of parents who contribute so much of their personal time to benefit the students and the school.

In 2022, we farewelled Prani Pons, Eileen Zhang, Laurie Lesmond and Fabricio Siqueria from our P&C. I would like to acknowledge the wonderful contributions that each of these members gave to the P&C over many years and wish them well for the future.

In conclusion, serving as P&C President was a privilege and I am grateful for what we achieved as a group. I believe the 2023 year will be an even bigger and better year. Thank you to the P&C executive for supporting me in my role and our financial members, who gave their time to volunteer and contribute at our meetings.

Kind regards,

Michael Kalidis

P&C President for 2022

Message from the students

A message from our Year 6 Captains for 2022

It has been almost seven years since we've walked through the school gate for our first day of Kindergarten. Wide-eyed and hearts filled with mixed emotions, we assembled into three classes to begin our formal education. Throughout the years at Connells Point Public School, we've made a lot of friends, participated in many events, sat in a multitude of classrooms and were taught by so many dedicated teachers.

As we grew older, taller and more good-looking, we managed to survive a global pandemic. Who would have thought that we, the students, would have to quickly adjust to using our devices, not for our social media, selfies or gaming, but for our education! We learnt how to submit work on Seesaw and Google Classroom, upload photos and sit in a virtual classroom via ZOOM. This was all done by 11am each day so that we could then eat, watch TV, annoy our pets and more importantly, spend a lot more time with our parents or carers. I still don't understand when COVID-19 restrictions were eased, why many parents were eager to get back to work and put their hand up for overtime.

This year, we had the privilege of being voted as School Captains. We have thoroughly enjoyed working alongside our fellow peers in the leadership group. As a collective group of students this year, we have eagerly jumped into the 'norm' of sitting together, not socially distancing ourselves or breathing behind a mask, or trying to decipher what each of us was saying. We have slowly embraced whole school assemblies, playing with sporting equipment and going to Primary

Schools Sports Association (PSSA) Sport and camp together on a crowded bus.

But just when we thought school life was getting back to normal, we had to endure heavy rains, small rivers to navigate and jump over to get to classrooms, an oval that was more like a swamp than a playing field, a hall that was overtaken by termites, an office relocated for an extension and cabling installed in classrooms for air conditioners. At the time of writing this, we are still eagerly awaiting the air conditioning! I guess this will be enjoyed by the students in 2023.

In addition to this, we also encountered construction zones where the ground was dug up to repair a blocked sewer pipe and were also moved between rooms while the school was being painted. These big jobs took most of the year, so it was great to hear the sweet sound of 'silence' on our school grounds in Term 4.

Having said all this, 2022 was also a year to remember for many great reasons. A standout for our leadership team was the completion of our bottle cap mural in the sustainability hub. This was a great project that was great fun to be part of but most importantly, allowed us to learn a lot about the importance of sustainability through a fun and creative project. We look forward to hearing of the many new and exciting projects that the students will be part of in 2023.

To all of our Year 6 peers, thanks for all of the memories. 2022 was a wonderful year for us at Connells Point Public School and we can't wait to move into the next exciting chapter in our lives.

Anya Valsamis and Max France (School Captains for 2022)



School vision

The staff and community of Connells Point Public School aim to foster a love of learning, to prepare students for a complex and rapidly changing world. Our learning culture is driven by evidence-based and innovative teaching and learning practices, which are underpinned by the 4Cs (Creative Thinking, Critical Thinking, Communication and Collaboration).

The school community is committed to implementing learning strategies that are explicit, targeted, differentiated and challenge and support students to grow and improve.

Our collective vision is to further develop an authentic learning partnership, where through communication, active collaboration and critical reflection, we build a collective responsibility for student growth and an inclusive culture.

School context

Connells Point Public School, located in Sydney's south, has a student enrolment of 504 students including 76% from non-English speaking backgrounds. The school has a strong reputation in the community for high-quality teaching and learning programs, nurturing wellbeing initiatives and extensive extra-curricular opportunities for all students.

The school's staffing entitlement in 2022 is 36.2, with 31.4 teaching staff and 4.8 non-teaching staff. The school employs a 0.4 SASS staff member from school funds. Our leadership team comprises various levels of leadership experience.

The school's learning environments are student-centred, flexible and conducive to best practice. There are opportunities for teachers to teach collaboratively, utilising expertise and areas of interest. Multiple indoor spaces have been purposefully designed to create flexible environments that support student learning and innovative practice. Outdoor spaces provide authentic real-world learning experiences to support the development of our students as global citizens. Sustainability is a strong focus and areas such as 'The Patch' provide students with rich learning experiences that span all learning areas. The 'Indigenous Nature Trail' also provides opportunities to learn about sustainability with a focus on increasing knowledge and understanding of Aboriginal Australia. This is supplemented by the 'First Nations Learning Area' which was designed in consultation with local Indigenous elders and connects all stakeholders to country.

Connells Point Public School has developed a strong and authentic partnership with its five-school Community of Practice and The Transforming Schools team. This is focused on embedding the 4C pedagogy of authentic communication, collaboration, creativity and critical reflection into all aspects of learning and leadership for teachers, students and parents. Target groups with the Community of Practice have been formed and teachers work collaboratively across the five schools to share practice and support all learners.

The staff and broader school community have very high expectations for student learning and engagement. This is reflected in the school's ability to support the growth and development of student learning and the consistently high number of students achieving positions in Opportunity Classes and Selective High Schools. Additionally, the school has students who have successfully represented the school and network in academic areas such as debating and public speaking. The school remains committed to strengthening this success through visible learning and evidence-based practices and moving forward, will consistently embed rigorous teaching and learning practices in all classrooms. Teachers will also engage in further professional learning to ensure that pedagogy and language are consistent across the whole school.

The school also recognises the importance of creative arts and physical education to enhance student learning and engagement. All students at Connells Point Public School are enriched by access to over 25 extra-curricular activities in areas including sustainability, technology and wellbeing. Students have successfully represented the school in PSSA Sport teams, winning many competitions, and our incredible dance groups are widely recognised across the network for their achievements. The school's annual Showcase, where over 80% of students dazzle the community with their talents in the performing arts is a highlight of each year. With the opportunities offered, the school has over 75% of students participate in extra-curricular activities provided by teachers to support student learning and engagement.

Over the past ten years, the demographic and equity groupings have changed significantly. The school has seen a marked increase in the number of students with English as an Additional Language or Dialect (EAL/D) and students with additional needs. The school has over twenty different cultures and nationalities represented with pride. This change is reflected in the school's equity funding support programs, developed in our Strategic Improvement Plan 2021-2024. The school is recognised as a fully inclusive setting, as it caters for a range of diverse learners, including students with disabilities, additional needs and high potential learners. To support the increase in students with additional needs, the school has established the Diverse Learning and Support Team, to ensure optimum learning for all students including our Aboriginal students and students learning English as an additional language. This team gathers ongoing data that continues to inform our explicit teaching programs and to ensure that all students can access differentiated learning

opportunities. Connells Point Public School will continue to promote this culture of inclusion and integration by welcoming two additional autism support classes in 2023.

The school is committed to continuous improvement and has undertaken a rigorous situational analysis in order to reflect on the school context, internal and external data, identified targets and student learning needs. Following analysis of data, the staff, students and the community collaborated to develop our Strategic Improvement Plan (SIP) for the next four years. The plan highlights a commitment to enhancing the learning outcomes for all students with a focus on strengthening literacy attainment, especially in the area of vocabulary, improving whole school engagement and enhancing the ongoing commitment to contemporary learning to build engaged and successful learners for the future. The school's Strategic Improvement Plan is the result of a rigorous, whole school process and the plan has been endorsed by all stakeholders within the school community.



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	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

In 2022, the school evaluated the impact of its programs and initiatives against the elements of the School Excellence Framework (SEF). The evaluation concluded that strong and embedded practices are in place to support successful learning, teaching and leading across the school.

The element of **Learning Culture** was evaluated as Sustaining and Growing. Moving forward, the school will continue to prioritise effective learning partnerships with parents and strengthen partnerships with the broader school community to ensure that curriculum delivery continues to meet the needs of the students.

The element of **Wellbeing** was identified as Sustaining and Growing. The school's Diverse Learning Team, in collaboration with learning and support teachers and the school counsellor, continued to plan and implement strategies to support the needs of identified students. A School Wellbeing Officer was also employed as a shared arrangement between the school and P&C to offer targeted social and emotional support to identified students. In 2023, the school will look to broaden its strategies for collecting and measuring wellbeing data, to ensure that initiatives continue to align to the changing needs of the school population.

The element of **Curriculum** was identified as Sustaining and Growing. Teachers continued to work collaboratively to develop programs and resources that were evidence-based and differentiated to meet the individual learning needs of

students. In 2023, there will be a focus on enhancing the curriculum through alliances with other schools. There will also be a focus on developing a consistent and reliable approach to assessment across the school.

The element of **Assessment** was identified as Delivering. The school has been reviewing and refining its whole school approach to assessment and this will remain a focus in 2023. A focus will be placed on developing a consistent assessment suite across the school, with a specific focus on formative assessment strategies.

The element of **Reporting** was evaluated as Delivering. Moving forward, the school will refine its reporting structures to align to the new curriculum for students in Years K-2. There will also be a continued focus on ensuring that parents are partners in their child's learning through regular communication and opportunities for parents to be part of the planning process for their child.

The element of **Student Performance Measures** was identified as Delivering. Internal progress measures and NAPLAN results both saw an improvement in student performance from the previous year. Moving forward, the school aims to build on these results and sustain a period of growth to ensure that 'value added' data continues to thrive.

The element of **Effective Classroom Practice** was identified as Sustaining and Growing. Teaching programs reflected a direct alignment to the curriculum for all Key Learning Areas (KLAs) and resources and pedagogy were appropriately differentiated to meet the diverse range of learning abilities within each classroom. In 2023, the school will focus on the successful implementation of the new K-2 curriculum and also undertake training to support the successful implementation of the Years 3-6 curriculum. In addition, significant changes to the school's staff between 2022 and 2023 means that there will be a need to focus on consistency in programming, resourcing and classroom management across the school.

The element of **Data Skills and Use** was identified as Delivering. Staff demonstrated a strong capacity to assess student achievement and evaluate the impact of their practices by collating and analysing available data sources. In 2023, there will be a focus on broadening the types of assessment practices used in order to increase the variety of data that is collected. This will involve shifting from a heavy focus on summative assessment practices, to employing an equal level of formative assessment practices. The consistent collation, analysis and use of data across the school will also be a priority in 2023.

The element of **Professional Standards** was identified as Delivering. Plans were in place across the school to support teachers who were working towards achieving or maintaining their accreditation. Funding was also made available to allow early career teachers to access targeted professional learning. In 2023, there will be a focus on ensuring that all professional learning and capacity building programs align to the Australian Professional Standards for Teachers.

The element of **Learning and Development** was identified as Delivering. Teachers regularly collaborated to share expertise and contribute to the development of teaching programs and resources. Coaching and mentoring for staff was also provided through the school's executive team and an Instructional Leader. The Instructional Leader also played an important role in developing and leading professional learning to support the implementation of the new curriculum. In 2023, there will be a continued focus on the new curriculum, with K-2 teachers to receive targeted implementation support and Years 3-6 teachers to receive training ahead of the implementation of their new curriculum in 2024. There will also be a focus on utilising the school's budget to release executive staff to implement a more structured coaching and mentoring program for teachers in 2023. The school will also have an Assistant Principal Curriculum and Instruction employed for next year.

The element of **Educational Leadership** was evaluated as Delivering in 2022, however, the school was Sustaining and Growing in a number of themes within this element. Instructional leadership and high expectations on student learning were evident across the school. In 2023, there will be a focus on strengthening Performance and Development (PDP) processes and re-establishing learning partnerships with other schools across the network. These were significantly impacted in 2022 due to the NSW Department of Education and NSW Department of Health restrictions.

The element of **School Planning, Implementation and Reporting** was evaluated as Sustaining and Growing. The school placed a high priority on continuous improvement and moving forward, ongoing evaluation and the publication of school and student achievement will be a priority.

The element of **School Resources** was evaluated as Sustaining and Growing. The school continued to use its facilities (post COVID-19) to facilitate programs and activities led by external providers. These included band, sport, music, language and before and after school care programs. School funds were also utilised to update resources, including technology, to ensure that all students were accessing an engaging and relevant curriculum. In 2023, the school will continue to build on its resource bank and work collaboratively with the P&C to fund significant programs and resources across the school.

The element of **Management Practices and Processes** was identified as Sustaining and Growing. Moving forward, the school will prioritise high levels of evaluation and draw on diverse forms of feedback in order to ensure that the impact of practices and programs is clearly identified. This will also ensure that the future directions of the school are informed by the input of all stakeholders.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise literacy and numeracy outcomes for every student, we will further develop competencies in reading comprehension and facilitate rich and contextual vocabulary learning opportunities in literacy, measurement and geometry based on refined data-driven practices.

Initiatives

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

- Explicit teaching of vocabulary and comprehension in literacy and numeracy
- Data driven practices

Resources allocated to this strategic direction

Integration funding support: \$199,315.00
Low level adjustment for disability: \$43,076.16
English language proficiency: \$66,733.61
Socio-economic background: \$17,190.03
Aboriginal background: \$1,052.14
QTSS release: \$148,477.93
Literacy and numeracy: \$19,693.90
Literacy and numeracy intervention: \$45,000.00

Summary of progress

The focus in 2022 was on strengthening whole school data and assessment practices. This involved the executive team engaging in professional learning on leading evaluation, evidence and data. Following the professional learning, stage teams completed a data inventory for literacy and for numeracy. Stage teams then reflected on and analysed the data inventory. Given the many challenges of 2022, the progress of this initiative was impacted.

Next year in this initiative, the focus will be on developing quality and consistent evidence-based practices in assessment. Staff will engage in research, based on the 'What Works Best' document in order to identify practices that have a significant impact on student growth. Staff will also unpack 'Assessment' in the School Excellence Framework. We will work towards developing a whole school assessment schedule and establishing effective internal tracking systems to monitor student growth K-6.

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
Uplift of 7% of students achieving in the top 2 bands in NAPLAN Reading	In 2022, the school results indicated that 75.7% of Year 3 students achieved in the top 2 bands for Reading. This was an uplift of 3.3% from 2021. For Year 5 students, 40.9% of students achieved in the top 2 bands. This was a slight downturn of 1.4% on 2021 results. These results indicate a decline in the percentage of students in Year 5 achieving in the top 2 bands compared to students in Year 3. The school's overall target was not achieved in 2022. The school will continue to focus on initiatives to strengthen results in NAPLAN Reading in 2023.
Uplift of 5.9% of students achieving in the top 2 bands in NAPLAN Numeracy	In 2022, the school results indicated that 55.7% of Year 3 students achieved in the top 2 bands for Numeracy. This was a downturn of 7.8% from 2021. For Year 5 students, 42.2% of students achieved in the top 2 bands. This was a downturn of 15.5% on 2021 results. These results indicate a decline in the percentage of students achieving in the top 2 bands for both Years 3 and 5 in Numeracy over the past 12 months. The school's overall target was not achieved in 2022. The school will continue to focus on initiatives to strengthen results in NAPLAN Numeracy in 2023.

Greater than 60% of students achieving expected growth in NAPLAN Reading	Growth data in NAPLAN Reading is not available for 2022, due to the absence of comparison data and the cancellation of NAPLAN in 2020.
Greater than 69.5% of students achieving expected growth in NAPLAN Numeracy	Growth data in NAPLAN Numeracy is not available for 2022, due to the absence of comparison data and the cancellation of NAPLAN in 2020.
Internal measures indicate teaching staff have developing proficiency in utilising school-determined aspects of the Literacy Progressions to track student progress and inform teaching	Staff are continuing to build their familiarity with the literacy progressions through access to professional learning. At this time, the consistent use of data to inform teaching practices continues to be a focus.
Internal measures indicate teaching staff have developing proficiency in utilising school-determined aspects of the Numeracy Progressions to track student progress and inform teaching	Staff are continuing to build their familiarity with the numeracy progressions through access to professional learning. At this time, the consistent use of data to inform teaching practices continues to be a focus.



Strategic Direction 2: Effective communities of contemporary learning

Purpose

To facilitate student and staff agency to engage in a culture of contemporary learning, we will enable enhanced collaborative practices internally and with our Community of Practice.

Initiatives

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

- Effective Communities of Practice
- Career Coaching and capacity building
- School community of contemporary learning

Resources allocated to this strategic direction

Professional learning: \$57,146.32

Principal Support: \$28,992.65

Summary of progress

In 2022, the school continued its focus on developing consistency in teaching practices and supporting staff to build their capacity through collaborative practices. In Semester 1, the leadership team worked directly with the 4Cs Transformational Schools Team to build the capacity of the executive staff around authentic, collaborative practices. In Semester 2, the focus shifted to collaborative classroom visits and peer observations, focusing on the continuous improvement of teaching and learning. The process that we undertook to support this learning included:

- Staff reflecting on current collaborative practices within the school
- Staff undertaking professional learning on the Performance and Development Framework
- Staff engaging with evidence-based research on collaborative practices
- Peer observations embedded across the school

The school's professional learning budget was used to release staff to ensure that all teachers were able to engage with the initiative. As a result, the teachers had the opportunity to reflect on their practices and learn from the skills and expertise of others. In addition, the capacity of teachers was strengthened as they were able to take what they had learned and implement it into their own daily practices. Next year, the school will continue to build a collaborative school culture, focused on quality teaching and learning. The school will investigate initiatives including Quality Teaching Rounds and the implementation of a school-wide coaching and mentoring model.

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
Internal measures indicate staff have a developing capacity to collaborate	Staff have responded positively to opportunities to collaborate and share practices. The leadership team have worked with their teams to embed quality and sustainable collaborative learning practices across the school. These are developing and will remain a focus for 2023.
Internal measures indicate developing connections with school communities to support student learning	The school participated in the 4Cs Transformational Learning pedagogy as part of the Community of Practice initiative. Unfortunately, due to the challenges of COVID-19 and a lack of opportunities to engage with staff from other schools, the program was unable to gain traction. Therefore, strategies to transform the learning culture within the school were undertaken at the local level. The executive team continued to engage with the external 4Cs facilitator to build their capacity and ability to facilitate authentic collaborative practices within their teams. It was then determined that the school would not continue to engage with the facilitator from Semester 2. This was due to the cost of the support and an identified need to spend the money elsewhere within the school. As a result, the skills and knowledge developed through the Semester 1 professional learning, was

Internal measures indicate developing connections with school communities to support student learning	utilised and built upon at the school level to ensure that authentic collaboration remained embedded once the school detached from the facilitator.
Internal measures indicate a developing proportion of students consistently demonstrating learning dispositions	Learning Dispositions had been a focus at the school for a significant period of time. Over time, it was established through staff feedback that the professional learning had lost its impact and support and that the school had gained what it was going to gain from the pedagogy. As a result, the decision was made to move away from working with the facilitators. The knowledge and skills acquired by staff through the professional learning will guide the school's implementation of the pedagogy moving forward. At this stage, Learning Dispositions are evident in the classrooms of staff who have engaged in the training. However, given that the school has undertaken a large amount of change in staff in recent times, the pedagogy is not known to new staff and as a result, is not embedded consistently across all classrooms at this time.

Strategic Direction 3: Whole school engagement

Purpose

To create and embed a culture of authentic and meaningful engagement across the whole school community, we will enhance communication, collaboration and learning partnerships.

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.

- Develop a culture of authentic and meaningful engagement through communication and collaboration with the whole school community
- Foster engagement by enabling student voice and nurturing a sense of belonging
- Authentic staff communication and collaboration

Resources allocated to this strategic direction

Socio-economic background: \$4,760.00

Summary of progress

In 2022, the school experienced some limitations in regards to community engagement. The school hall was non-operational, meaning that there were limited opportunities for large community/parent events on the school grounds and no COLA spaces meant that the weather significantly impacted on the school's ability to engage with parents/community in outdoor settings. The earlier challenges of COVID also resulted in some restrictions in regards to parent access to the school remaining in place until the second half of the year. Opportunities were presented for parents to be partners in their child's learning through Personalised Learning and Support Plan (PLaSP) meetings and review meetings for students with identified needs and specific learning and/or support plans. The School Council and P&C also provided a forum for parents to engage with the school, provide feedback and support the future directions of the school. Increased opportunities for parent engagement, a renewed focus on high impact professional learning (aligned to the outcomes of the self-evaluation) and opportunities for the school leadership team to engage in authentic development opportunities will all be primary focuses in 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
Uplift of 5.88% of students attending school >90% of the time	The school's attendance data dropped significantly between 2021 and 2022. In 2021, the percentage of students attending school 90% of the time or more was 85.9% (Semester 1) and 93.3% (Semester 2). In 2022, this dropped significantly with 52.3% (Semester 1) and 67.6% (Semester 2). In 2022, there was an improvement in attendance as the year progressed, however, targets were not achieved when compared to 2021 data. Although there were clear circumstances for the data shift, school attendance will be a strong focus in 2023.
Uplift of 4.5% of students with positive wellbeing	In 2022, internal data, including Tell Them From Me data for students in Years 4-6 indicated strong levels of wellbeing in most students. The school's diverse learning team worked to provide strategies to support students with identified needs and School Learning and Support Officers (SLSOs) were also employed to ensure that identified students received targeted support. A Student Wellbeing Officer was also employed in partnership with the school to ensure that students with identified needs were receiving targeted support.
Internal measures indicate a developing proportion of community members identifying satisfaction and collaboration between the whole school community	The school did not reach its full potential in this area in 2022. Although communication was regular, parent/community feedback indicated a need for communication to be further increased and for there to be greater transparency around school programs, classroom practices and school and

Internal measures indicate a developing proportion of community members identifying satisfaction and collaboration between the whole school community

student results. In 2023, there will be a dedication to increasing the use of the school app as well as improving the school's social media presence through upgrades to the school website and the establishment of a school Facebook page. Increased opportunities will also be presented for parents to participate in workshops, contribute to the school and access forums and information sessions on the school grounds.





Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$199,315.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Connells Point Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching of vocabulary and comprehension in literacy and numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of targeted support strategies • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs. <p>The allocation of this funding has resulted in the following impact: Students with identified learning needs were able to access additional and ongoing support. This allowed all targeted students to receive greater access to the curriculum. In addition, the funding also ensured that staff were able to access professional learning aligned specifically to the needs of the students within their classroom. This had a positive impact on teaching programs, pedagogy and resources across the school.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will continue to utilise its integration funding to employ SLSOs to provide ongoing and targeted support to funded and identified students.</p>
<p>Socio-economic background</p> <p>\$21,950.03</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Connells Point Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching of vocabulary and comprehension in literacy and numeracy • Develop a culture of authentic and meaningful engagement through communication and collaboration with the whole school community • Foster engagement by enabling student voice and nurturing a sense of belonging <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 lead the implementation of intensive support programs • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in the following impact: Funds were used to support the employment of a School Wellbeing Officer and an additional Learning and Support Teacher. These staffing additions strengthened the school's Diverse Learning Team and directly influenced improved social, emotional and academic outcomes for targeted students. These funds were also utilised to subsidise costs for targeted families. This ensured that all students, regardless of their background or personal</p>

<p>Socio-economic background</p> <p>\$21,950.03</p>	<p>circumstances, received equitable opportunities and full access to the curriculum.</p> <p>After evaluation, the next steps to support our students will be: In 2023, this funding allocation will continue to support students in areas of need, however, parts of the allocation will be re-directed to facilitate a whole school coaching and mentoring program. This will ensure that all staff benefit from targeted support and professional learning and all students ultimately benefit from the funding allocation.</p>
<p>Aboriginal background</p> <p>\$1,052.14</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Connells Point Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching of vocabulary and comprehension in literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans. <p>The allocation of this funding has resulted in the following impact: This funding allocation allowed for the sourcing and development of resources and strategies to support learning outcomes for Aboriginal and Torres Strait Islander students. All eligible students received Personalised Learning Pathways (PLPs) and staff built their cultural capacity and ability to meet the needs of Aboriginal and Torres Strait Islander students through access to professional learning. Funds were also used to ensure that Aboriginal and Torres Strait Islander students received full access to the curriculum.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will strengthen its networking capacity. There will be a focus on engaging with local schools, external agencies and community groups to build strong professional learning partnerships. There will also be a continued focus on ensuring that Aboriginal perspectives are embedded into teaching programs across the school.</p>
<p>English language proficiency</p> <p>\$66,733.61</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Connells Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching of vocabulary and comprehension in literacy and numeracy <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 delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support. <p>The allocation of this funding has resulted in the following impact: The school's staffing and flexible funding allocations ensured that targeted students received intensive support to further develop their English</p>

<p>English language proficiency</p> <p>\$66,733.61</p>	<p>language skills. Staff in these roles also provided professional learning for colleagues and supported with the identification and development of resources to support English as an Additional Language or Dialect (EAL/D) students in the mainstream classroom.</p> <p>After evaluation, the next steps to support our students will be: Next year, the school expects to receive a similar staffing and flexible funding allocation to what was received in 2022. The allocation will be utilised the same way, given the positive impact that strategies employed have had on program development and student learning in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$43,076.16</p>	<p>Low level adjustment for disability equity loading provides support for students at Connells Point 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"> • Explicit teaching of vocabulary and comprehension in literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • targeted students are provided with an evidence-based intervention in literacy and numeracy to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding resulted in additional staff being employed to support students with identified needs in mainstream classrooms.</p> <p>After evaluation, the next steps to support our students will be: In 2023, there will be a focus on providing additional training for staff on specific programs to strengthen student outcomes in literacy and numeracy. The suite of MultiLit programs will be explored, with the expectation that funds will be utilised to train staff in MiniLit and MacqLit next year. Programs and external experts specific to numeracy will also be sought in 2023, utilising Low Level Adjustment for Disability funds.</p>
<p>Professional learning</p> <p>\$57,146.32</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 Connells Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Communities of Practice • School community of contemporary learning • Career Coaching and capacity building <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 the Inclusive, Engaging and Respectful Schools reform and new curriculum reform. <p>The allocation of this funding has resulted in the following impact: This funding allocation allowed the staff to engage in targeted professional learning throughout the year. The funding was used to cover professional learning costs as well as to cover the costs of casuals to replace teaching staff. The school's professional learning focuses in 2022 were collaborative practices, the new curriculum and the Inclusive, Engaging and Respectful</p>

Professional learning \$57,146.32	(IER) Schools reform. After evaluation, the next steps to support our students will be: In 2023, funds will continue to be used for targeted professional learning aligned to school priorities and the Performance and Development Plans of teaching staff. MiniLit and MacqLit will be explored as options to implement across the school in 2023.
Literacy and numeracy \$19,693.90	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Connells Point Public School from Kindergarten to Year 6. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Explicit teaching of vocabulary and comprehension in literacy and numeracy Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy. The allocation of this funding has resulted in the following impact: To support the employment of an instructional leader to drive professional learning and to support the implementation of the new curriculum. Funds were also used to purchase resources to support the implementation of the new curriculum. After evaluation, the next steps to support our students will be: In 2023, these funds will not be available to the school. Instead, the money will go towards a 0.8 (4 day per week) Assistant Principal Curriculum and Instruction position. The school will advertise for a suitable applicant later in the year.
QTSS release \$148,477.93	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Connells Point Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Explicit teaching of vocabulary and comprehension in literacy and numeracy • Data driven practices Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives. The allocation of this funding has resulted in the following impact: To support the employment of an additional classroom teacher. After evaluation, the next steps to support our students will be: This strategy had an impact on school operations in 2022 and any QTSS funding offered to the school in 2023 will be used for the same purpose. Smaller class sizes and additional expertise/experience.
Literacy and numeracy intervention \$45,000.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Connells Point Public School who may be at risk of not meeting minimum standards. Funds have been targeted to provide additional support to students

<p>Literacy and numeracy intervention</p> <p>\$45,000.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching of vocabulary and comprehension in literacy and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • supported the employment of an additional teacher. <p>The allocation of this funding has resulted in the following impact: To support the employment of an additional teacher to offer support in the delivery of effective literacy and numeracy support programs.</p> <p>After evaluation, the next steps to support our students will be: Any funding received in 2023 will be used for the same purpose.</p>
<p>COVID ILSP</p> <p>\$45,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition. <p>The allocation of this funding has resulted in the following impact: This funding was used to employ additional learning and support time to implement intensive literacy and numeracy support for identified students.</p> <p>After evaluation, the next steps to support our students will be: Any future funding will be used to employ additional staff to provide intensive support in literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	295	287	279	265
Girls	257	248	225	212

In 2022, approximately 66% of the school's population had a language background other than English (LBOTE). Approximately 34 different languages were represented across the school, with Greek, Mandarin, Cantonese and Arabic being the most commonly spoken languages within the school community. In 2022, 4 students identified as being Aboriginal.

Data indicates a decline in school enrolments in recent years. This has been a consistent trend across primary schools within the network. In 2022, the school's overall enrolment was down by 27 students (5%) on 2021 figures. Factors contributing to a decline in the school's year on year enrolment include:

- an increase in the number of students attending other local schools outside the Department of Education
- a decline in the number of young families moving into the area due to cost of living pressures and an expensive housing market within the local enrolment area
- a decline in the number of families moving from overseas into the school's enrolment area
- students accepting positions in Opportunity Classes for Year 5, requiring them to leave the school after Year 4

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.9	96.9	96.4	90.4
1	93.7	94.6	94.4	88.6
2	94.5	92.9	91.9	90.4
3	94.7	96.0	95.2	91.3
4	94.7	96.5	94.5	88.5
5	94.5	95.6	93.8	88.9
6	92.6	95.6	94.1	86.7
All Years	94.2	95.4	94.3	89.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

In 2022, the school's attendance data was above the state average. The school's overall attendance was below that for

the previous year, however, this was a trend experienced across NSW and the school's attendance over recent years has continued to be above state averages. In 2023, the school will continue to focus on the implementation of strategies to strengthen student attendance and to promote the importance of regular student attendance to the broader school community.

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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.57
Literacy and Numeracy Intervent	0.4
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	1.8
School Administration and Support Staff	4.78
Other Positions	0.4

*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 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.

Professional learning was prevalent across the school in 2022. The school's professional learning schedule ensured regular and ongoing opportunities for teachers to develop their knowledge and skills in areas aligned to the school's priorities. The main focuses for professional learning in 2022 were collaborative practices, training for the implementation of the new K-2 curriculum and training on the implementation of the Inclusive, Engaging and Respectful (IER) Schools reform. Due to some COVID restrictions remaining in place at Department level, most of the professional learning opportunities undertaken by staff were online or facilitated within the school. As a result, the school's focus on the 4Cs (Communication, Collaboration, Creativity and Critical Thinking), which was a partnership program with other schools, was significantly impacted.

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	776,585
Revenue	5,384,984
Appropriation	5,107,218
Grants and contributions	271,667
Investment income	5,899
Other revenue	200
Expenses	-5,256,266
Employee related	-4,720,182
Operating expenses	-536,084
Surplus / deficit for the year	128,718
Closing Balance	905,303

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	199,315
Equity Total	426,847
Equity - Aboriginal	1,052
Equity - Socio-economic	17,190
Equity - Language	273,591
Equity - Disability	135,013
Base Total	3,751,670
Base - Per Capita	128,437
Base - Location	0
Base - Other	3,623,233
Other Total	349,630
Grand Total	4,727,462

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.

In **Year 3 NAPLAN Reading**, the school's results increased between 2021 and 2022. The school achieved 11.67 points above the Statistically Similar Schools Group (SSSG) results and 43.35 points above the state. Over 75% of Year 3 students performed in the top 2 bands for Reading. This was above SSSG and state scores and an improvement on the school's 2021 results.

In **Year 3 NAPLAN Writing**, the school's results increased between 2021 and 2022. The school achieved 13.9 points above SSSG results and 37.31 points above the state. 80% of Year 3 students performed in the top 2 bands for Writing. This was above SSSG and state scores and an improvement on the school's 2021 results.

In **Year 3 NAPLAN Spelling**, the school's results increased between 2021 and 2022. The school achieved 30.31 points above SSSG results and 61.62 points above the state. 80% of Year 3 students performed in the top 2 bands for Spelling. This was above SSSG and state scores and an improvement on the school's 2021 results.

In **Year 3 NAPLAN Grammar and Punctuation**, the school's results increased between 2021 and 2022. The school achieved 15.87 points above SSSG results and 50.17 points above the state. Over 78% of Year 3 students performed in the top 2 bands for Grammar and Punctuation. This was above SSSG and state scores, however, these results were a slight decline on the percentage of students achieving in the top 2 bands in 2021.

In **Year 3 NAPLAN Numeracy**, the school's results were consistent with those achieved in 2021. The school achieved 11.3 points above SSSG results and 35.56 points above the state. 55% of Year 3 students performed in the top 2 bands for Numeracy. This was above SSSG and state scores, however, these results were below 2021 results.

In **Year 5 NAPLAN Reading**, the school's results decreased from 2021. The school scored 15.8 points below the SSSG, however, the school's scores were 24.39 points above the state average. 41% of Year 5 students achieved in the top 2 bands for Reading. This was below the SSSG and equal to the state. 2022 results were below 2021 in this category.

In **Year 5 NAPLAN Writing**, the school's results increased between 2021 and 2022. The school achieved 6.75 points above SSSG results and 30.75 points above the state. 44% of Year 5 students performed in the top 2 bands for Writing. This was above SSSG and state scores and an improvement on the school's 2021 results.

In **Year 5 NAPLAN Spelling**, the school's results decreased from 2021. The school results were equal to the SSSG but still 24.32 points above the state average. 58% of Year 5 students performed in the top 2 bands for Spelling. This was above SSSG and state scores but slightly below the results achieved by the school in 2021 for this category.

In **Year 5 NAPLAN Grammar and Punctuation**, the school's results decreased from 2021. The school scored 23.17 points below the SSSG, however, results were 6.13 points above the state. 34% of Year 5 students performed in the top 2 bands for Grammar and Punctuation. This was below SSSG results and equal to the state. Results in this category for 2022 were below 2021 results.

In **Year 5 NAPLAN Numeracy**, the school's results decreased from 2021. The school scored 4.21 points below the SSSG, but were still 21.37 points above the state average. 42% of Year 5 students performed in the top 2 bands for Numeracy. This was equal to the SSSG and above state scores, however, these results were below the school's 2021 results.



Parent/caregiver, student, teacher satisfaction

Student Feedback

In 2022, the school collected student data through the Tell Them From Me (TTFM) Survey for Years 4-6 students, as well as through internal surveys and forums. Student responses indicated that the school performed well in the following areas:

- students felt a positive sense of belonging
- students indicated high levels of positive behaviour across the school
- students indicated that the environment was positive and safe
- students believed that areas of personal interest were catered for through extra-curricular activities
- students identified the environment as being highly inclusive.

Moving forward, the school will continue to place a high value on maintaining challenging learning environments and ensuring that the students feel a high level of advocacy.

Parent/Carer Feedback

In 2022, families were given the opportunity to provide the school with feedback through the Tell Them From Me (TTFM) Survey, school-level surveys and questions posed through parent forums, School Council meetings and P&C meetings.

Parent/carer data from the TTFM and internal surveys indicated that the school did the following things well:

- the students indicate that they are happy and thoroughly enjoy school
- the school shows great care and empathy towards the students
- programs and initiatives to support students with additional learning and language needs are of a high standard
- the school's P&C and School Council make great contributions to the school
- there is a strong focus on initiatives that educate the students on sustainability
- there are a large number of extra-curricular activities offered to the students
- the sport programs offered by the school are of a high standard, including PSSA Sport, the Futsal program and clinics/workshops led by external providers including Cricket Australia, the NRL and Athletics Australia
- the school is a welcoming place
- the school is an inclusive environment
- opportunities are provided for parents/carers to engage with the school
- the school grounds are well maintained
- the students are accessing quality facilities and resources
- strategies are in place to support positive behaviour across the school.

Parent/carer data from the TTFM and internal surveys indicated that the school can strengthen its practices in the following ways:

- increasing the amount and complexity of homework assigned to the students - particularly for the older grades
- increase communication on school events and activities for those parents unable to regularly attend the school
- provide more 'formal' opportunities for parents to engage with their child's teacher to discuss his/her performance and progress
- increase enrichment opportunities
- provide additional communication around the school's behaviour management and reward systems
- continue to add to the school environment through the installation of more play equipment, including sensory options.

Moving forward, the school will ensure that parent feedback is considered when new initiatives and programs are developed for 2023.

Staff Feedback

In 2022, staff feedback was measured using a variety of methods including the TTFM Survey, internal staff surveys and discussions held during team, committee and whole staff meetings. Teacher feedback indicated the following:

- staff felt supported by their colleagues
- staff believed that the executive team communicated the school's strategic vision
- staff believed that the leadership team were leading improvement and change across the school
- staff believed that they provided opportunities for parent engagement and that the parents and community were partners in the school
- staff believed that the school was inclusive
- staff believed that technology to support learning was embedded across the school.

Moving forward, the school's professional learning schedule will respond to staff feedback by targeting collaborative practices, quality feedback processes and the collation and use of data to inform practices.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

Connells Point Public School students have continued to use our Indigenous learning area for various learning experiences. Reconciliation Week was recognised in classrooms through various activities. In Term 3 we welcomed Deadly Ed to our school for our NAIDOC day. Students participated in a Welcome to Country and Smoking Ceremony before rotating through activities. The students danced, learnt about bush tucker, played indigenous games and painted a tile for a whole school mural.

Anti-Racism Policy

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

Anti-Racism - School statement

The school's Anti-Racism procedures align to Department of Education policy and continue to ensure that school operations promote equity and inclusion for all students, staff and the community. The school has a trained Anti-Racism Contact Officer (ARCO) and clear processes to ensure that any incident is followed up in a respectful and timely manner. In 2022, the school was pleased to report that there were no incidents that required the intervention of the ARCO.

Multicultural Education Policy

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

Multicultural and anti-racism education - School Statement

In 2022, the school continued to service a culturally, linguistically and religiously diverse community. Approximately 66% of the students in the school represented a language background other than English. This was consistent with 2021 data and is also expected to align with 2023 data. An English as an Additional Language or Dialect (EAL/D) program was in place across the school. This ensured that students who were new arrivals to the country or had limited English language skills received targeted and ongoing support to build their language capabilities. Special days on the calendar including Harmony Day, Multicultural Day, NAIDOC Week and Reconciliation Week activities were also utilised to promote and celebrate the diversity within the school community.

Instructional Leadership

Instructional leadership was embedded in the school in 2022 to lift the school's literacy and numeracy standards. The Instructional Leader undertook a variety of roles including:

- supporting beginning and early career teachers with programming and resourcing
- supporting with consistent strategies for assessing and reporting on student progress
- working 'shoulder to shoulder' in classrooms to support with pedagogy
- completing demonstration lessons to show best practice and build teacher capacity
- providing professional learning on the new curriculum
- embedding reciprocal reading practices across Stage 2 and 3 classrooms
- developing an extensive bank of resources to be shared by staff across the school.

Library

Every student across the school had the opportunity to access the library program each week. K-2 lessons were 45 minutes and Years 3-6 lessons were one hour. All lessons focussed on exploring literature and fostering a love of reading. The students experienced visual literacy through animated stories which were high in interest but low in tension. During the reading, the students were encouraged to ask questions, predict outcomes, make connections, suggest the author's purpose in writing, consider how the illustrations amplify the text, and identify various literary devices such as alliteration, similes, personification and onomatopoeia. During the final 25 minutes of each lesson, the students selected two books for home reading, one of which must be from the appropriate Premier's Reading section. These could be either picture books, non-fiction or fiction novels. In the final week of each term, Stage 2 students were required to write a Book Review of one of their Premier's Reading choices. In 2022, there were a total of 3,368 books borrowed from the library by the K-2 students and 4,291 books borrowed by our Years 3-6 students. The grades that borrowed the most books in 2022 were Kindergarten and Year 4.

Book Week

Book Week celebrations were held in 2022. This provided the first opportunity for parents to come onto the school site since the Covid-19 restrictions. As part of the activities, all classes participated in library lessons that focused on the books shortlisted for awards and made class posters highlighting the books that they had read. The school also hosted a book character parade and a book fair, which was very well supported by the students and the community.

Premier's Reading Challenge (PRC)

A large number of the newly listed Challenge books were acquired by the library throughout the year and made available to the students. However, due to the disruptions caused by Covid-19 and staffing changes, fewer students participated in the Challenge than in previous years. Of the 256 students who completed it, three were awarded the highest-level Platinum Certificate and six received Gold.

Scholastic Book Club

Scholastic Book Club is offered twice a term to all CPPS students. It provides an opportunity for parents to purchase quality readers at reasonable prices either as gifts for special occasions or to foster reading as an enjoyable habit. It also encourages shared home reading between parents and their children. The school receives a monetary credit on each purchase, which the teachers use to buy resources for their classes. Records are kept of credits received and classes are allocated an equal amount.

Student Leadership

The school's student leadership team for 2022 undertook a number of responsibilities including leading the weekly Zoom assemblies, representing the school at the ANZAC Day dawn service, leading the school Remembrance Day service and completing daily duties such as managing the flags, ball bin duty and canteen duty. In addition, the leaders also attended the Young Leaders Day and led the design and completion of a mural for the recycling hub, as part of their leadership project.

Student Representative Council (SRC)

In 2022, our Student Representative Council (SRC) were given the opportunity to lead whole school fundraising events, building their exemplary leadership skills. Most weeks we met as a group to research and discuss organisations close to our hearts that we wanted to support. In Term 1, we led a 'Country Day' where we dressed up in our farm gear, enjoyed a sausage sizzle and created a gold coin heart in our playground to donate and support students from Cabbage Tree Island Public School that were significantly impacted by the floods. Term 2 saw us wearing crazy socks and hair to

support our very own World Vision Sponsor Child, Fabrice. In Term 3, we decided to support STEPTember that supports people living with cerebral palsy. We had a cosy day dressing up in our Pyjamas and bringing in a gold coin. In Term 4, we reached out to our local aged care facility and ran a huge gift donation for the elderly. The SRC also arranged for gifts and toys to be donated to The Royal Childrens' Hospital for Christmas. Unfortunately, due to Covid-19 restrictions the SRC couldn't personally deliver the donation gifts themselves, however, Ms Benson and Miss Somboli did on their behalf. The SRC of 2022 did a wonderful job and worked collaboratively with a positive attitude throughout the entire year.

Sustainability

2022 saw several new and ongoing sustainability initiatives take place. Gardening Groups, involving students K-6, gave students the opportunity to be involved in maintaining and nurturing our school gardens and giving valuable learning opportunities about sustainability and garden management. Our school-wide composting system continued, where we collected classroom compost waste and re-purposed it for our school gardens. Our Compost Crew was made up of Stage 2 students who were given the responsibility of emptying and transporting our compost to the compost bins. In 2022, we were successful in gaining a 'Sustainable Schools' grant of \$12000, with which we built on our current whole school waste reduction initiatives with the construction of a 'Sustainability Hub'. This hub is a central point in the school grounds for storing bins and waste materials. It is an outdoor learning space that has improved the ways we manage our school waste. The development of the 'Sustainability Hub' has increased student and community awareness of the amount of waste produced and has encouraged a significant behaviour change, also encouraging students to recognise themselves as global citizens who can make a difference. The student leadership team, led by the Sustainability Team, researched, designed and planned the building of the Sustainability Hub as well as a mural made from recycled materials. Some facts and figures around the project include the use of 6000+ reused bottle caps and screws, 450+ hours, 2400kg+ of fruit waste diverted from landfill, 3 worm farms, 160kg recycled shredded paper, 590+ containers per month saved from landfill, 7000kg recycled paper, 6 compost bins, 7 yellow bins and 9 red bins. Another initiative across the school in 2022 was the installation of a native beehive, provided by the 'Planting Seeds' Project habitat regeneration program called B&B (Bed and Breakfasts for Birds, Bees, Butterflies and Biodiversity). Students from Year 2 spent a day working with this organisation to learn about the importance of biodiversity in urban areas and the regeneration of habitats. Finally, 2022 saw the first whole school community working bee, a collaboration between the staff and P&C. The day involved 80 members of the school community coming together to work on improving the school grounds. This initiative was highly successful and has now been embedded as a biannual event.

Debating

In 2022, Connells Point Public School participated in the Sydney Primary Schools Debating Challenge. After a rigorous selection process, due to limited placements, eight Stage 3 students comprised our two teams of four students (Team A and Team B). Our students had limited exposure to debating in 2022, as Covid-19 restrictions had impacted previous opportunities. All students attended regular training sessions with Mrs Murray to develop the skills and understanding that debating necessitates. Our students' commitment and engagement in debating was rewarded when they defeated Burraneer Bay Public School in the Interzone Final and progressed to the Quarter Final where they were narrowly defeated by Cronulla South Public School. The school is very proud of the enthusiasm and commitment that both of our participating teams demonstrated in the competition. Our school and community members provided the support that enabled our students to partake in such a valuable experience.

Public Speaking

In Term 3, all students Kindergarten to Year 6 focused on developing their public speaking skills. The school hosted a Kindergarten parent workshop, to allow the parents to develop their child's public speaking skills at home. The Public Speaking program culminated with the Connells Point Public School Stage Final Competitions. The speeches delivered by our students were outstanding. Our parents and community members were invited to come in to support their children on the day. One winner was chosen from each of the stages to represent our school at the Kogarah Network Public Speaking Competition. Our students competed against eleven other schools in the area, where they each delivered both a prepared and impromptu speech. Two of our students also won at this level of the competition and then went on to represent the Kogarah Network at the public speaking grand final at the School Performance South Primary Schools Public Speaking Competition. We had an outstanding year of Public Speaking at Connells Point Public School in 2022 and look forward to continuing to grow this program in 2023.

Dance

In 2022, Connells Point Public School offered four selective dance groups for students in Years 1-6. There were 25 students in each of the dance groups (Stage 1, Junior Dance, Senior Dance and Hip Hop), with a combination of both boys and girls. All four of the dance groups competed in the St George Dance Eisteddfod at Hurstville Entertainment Centre, representing their school with pride. The Junior Dance Group (Stage 2) enthusiastically performed an entertaining jazz routine titled 'Bahama Rollercoaster' and received positive feedback from the judges. The Senior Dance Group (Stage 3) performed their contemporary routine 'Wild Things' and were awarded third place in the Primary Lyrical & Contemporary section. Our Hip Hop group (3-6) danced their high-energy number titled 'Space Jam' and were proudly

awarded first place in the Primary Hip Hop Section. The Stage 1 Dance Group consisted of many students who had never danced on stage in front of an audience before. They performed their jazz routine 'I'm Still Standing', winning first place in the Open Infants section against 8 other schools. The feedback from the community and event organisers was overwhelmingly positive for all of our talented performers. All four groups also showcased their talents at the Connells Point Public School Open Day to celebrate Education Week and performed brand new routines at the Performing Arts Showcase.

Band

The band program entered a phase of rebuilding after Covid-19 caused the suspension of the program for extended periods over the previous two years. Two bands (a performing band and a training band) operated in 2022. The performing band was made up of 23 Year 5 and 6 students returning to band and the training band comprised 22 Year 4 students as well as students learning a new instrument. Combined Schools Band Camp ran successfully for the students in the performing band in Term 3, culminating in a concert for parents and carers. The students in the training band participated in the combined schools "Bandtastic" day in early Term 4, also finishing with a concert. Additionally, both bands enjoyed a day of learning and performing with Sans Souci Public School's Band. The Band program transitioned to being administered and staffed by Engadine Music to ensure a smooth transition as our long time and highly regarded conductor, Mr Skues, retired at the end of 2022.

Sport

In 2022, our school actively participated in a range of sporting events throughout the year. We began the year with our school swimming carnival, where we had a group of students progress to the Botany Bay Zone Swimming Carnival. We had 5 students excel on the day and progress to the Sydney East Swimming Carnival at Homebush, including the junior girls relay team and an individual swimmer. Our winter PSSA teams consisted of a junior and senior team for Boys Soccer, Girls Soccer, Oztag and Netball. The season was significantly impacted by rain, however, our Senior Netball team were joint champions, the Senior Oztag team won the competition and the Girls Junior Soccer team were runners up on for and against.

We held our school cross country carnival and took the 4 fastest runners in each age group to the Botany Bay Cross Country Carnival. We had 4 runners progress to the Sydney East carnival. Our school Athletics carnival was held and we had a group of students attend the Botany Bay carnival. Our Summer PSSA teams consisted of Cricket, Boys Softball and Girls Softball. We also had a number of students trial for zone teams, with some students successful in qualifying for zone and Sydney East teams.

In 2022, K-2 continued to actively participate in a weekly sport and daily fitness program. Each week, we had a core focus on fundamental movement skills exhibited through Dance, athletic skills, and many games. All K-2 students worked through these rotations, demonstrating resilience and enthusiasm each week. K-2 also had the opportunity to participate in Cross Country and Athletics carnivals. They participated in a range of non-competitive activities to build their skills in athletics. It was wonderful to see all the students thriving and they are all to be commended.

Premier's Sporting Challenge (PSC)

Connells Point Public School participated in the Premiers Sporting Challenge in 2022. All students K-6 completed the challenge. Students in Yrs 3-6 logged their physical activity weekly. Staff also completed the challenge.

Showcase

365 students (K-6) participated in the Performing Arts Showcase at Hurstville Entertainment Centre. Performances included a dance item from all students in Kindergarten, Year 1, Year 2 and Year 6. In addition, two dance items from each selective dance group (Stage 1, Hip-Hop, Junior and Senior), a play from the drama group, a performance from each of our choirs (Stage 1 and Senior), 2 pieces performed by the Senior Band, a speech from each of our public speaking winners and a finale where all 365 students came back out on stage to dance together were also part of the evening's events. The organisation and preparation of the event was run by a team of 13 teachers who met weekly from midway through Term 3 right up until the day before the showcase. Each member of the team worked collaboratively to ensure the night was a success and that all students felt a sense of achievement and pride. The performing items were prepared by a combination of Connells Point Public School teachers and external providers. Approximately 700 tickets were purchased, and a large crowd turned out to watch the show on the night. 300 USBs were purchased so that families could rewatch the show as it was filmed on the night. Feedback from parents was highly positive, commending the performances from the students and the opportunities provided by staff.