

2022 Annual Report

Shoalhaven Heads Public School



1625

Introduction

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

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

School contact details

Shoalhaven Heads Public School
47 Ravenscliffe Road
Shoalhaven Heads, 2535
<https://shoalhaven-p.schools.nsw.gov.au>
shoalhaven-p.school@det.nsw.edu.au
4448 7174

School vision

Our vision is to encourage open minds and creative thinkers who will meet the challenges of their generation.

Together we give every student the opportunity to be their best academically, culturally, emotionally, and socially. Through quality teaching and engaging learning, we make our school a fun, fair and an inclusive place for all. We promote a cooperative environment where people learn from and inspire one another to be their best. We work in partnership with our community to encourage kind, caring and compassionate young people with the skills to apply these values in their daily lives and into the future.

Engagement with a diverse curriculum facilitates a culture of quality learning and educational risk taking in a safe school setting. This ensures every student has an opportunity to develop as resilient community members who have the self-belief, knowledge and skills required to overcome challenges and strive for continued improvement.

School context

Shoalhaven Heads is a picturesque coastal town with a strong, supportive community. Our town is located at the foot of Coolangatta Mountain which includes the Cullunghutti Aboriginal Area that is a culturally and spiritually significant place for our first people.

Shoalhaven Heads Public School has enrolled generations of the same families since our opening in 1861. A number of our staff are also proud past students.

Shoalhaven Heads Public School has a strong P&C and benefits from the voluntary involvement of parents and local community members. Their time and effort enhances school programs for our students, including support during class activities, assistance during social events, community sport programs, participation in the school's ukulele group and dedication to our community gardening projects.

Shoalhaven Heads Public School provides a healthy and active learning environment for students, who participate in daily physical education lessons that utilise our own sports oval, including a basketball court, rugby league field, soccer field and play equipment. The school regularly enters teams in PSSA events and has had many students and teams excel at some of the highest levels of sport. Students are provided the opportunity to participate in community sport, where strong partnerships allow the school to utilise the impressive variety of facilities within Shoalhaven Heads, such as the pump-track and skate park, tennis courts, community pool, boat ramp for fishing and the beach.

Shoalhaven Heads is a picturesque coastal town with a strong, supportive community. Our town is located at the the foot of Coolangatta Mountain which includes the Cullunghutti Aboriginal Area that is a culturally and spiritually significant place for our first people.

Shoalhaven Heads is a member of the local Community of Schools (COS) who meet regularly to bring ideas together. Our community of schools effectively collaborates to enhance teaching, learning and leadership in all schools. There is strong focus on authentic partnerships with the NLAECG to bring to life the Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030.

Our school current student enrolment is 185. This is showing an upward trend since 2019. Of our students, 16 students identify as Aboriginal and/or Torres Strait Islander. 13 students have a language background other than English. There are currently no beginning and emerging EAL/D students. 12 students are non-local enrolments, 5 of these are sibling enrolments. Our current Family Occupation Education Index is 90, up from previous years.

When an internal analysis was conducted against the student outcome measures, it was evident that expected growth in Reading, Numeracy and Writing would be areas for explicit focus in the new school plan. A disciplined approach to inquiry and reflective practice will underpin all areas of this plan.

The school is committed to continually improving effective classroom practices. Participating in High Impact Professional Learning (HIPL) will ensure student educational pathways lead to learning growth. Through improved data collection, analysis and use, our commitment to individualised and differentiated learning is embedded. The provision of highly effective, self-directed learning opportunities for all students, coupled with strong staff collaboration and individualised feedback loops, staff and students will build the capacity to deeply reflect on our teaching and learning journey.

Having reflected on our implementation of practices, we have prioritised establishing sustainable structures and processes for leading improvement, innovation and change as supported by the current research. These activities will focus on developing and sustaining whole school processes for collecting and analysing data to ensure the

implementation of contextually appropriate curriculum provision underpinned by evidence-informed strategies and embedded evaluative practice to create school excellence.



Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes that reflect system-negotiated targets in Reading and Numeracy, we will build a responsive learning culture that is evidence based, data informed practices to ensure we best met the needs of all students.

Initiatives

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

- Reading
- Numeracy

Resources allocated to this strategic direction

Professional learning: \$8,000.00

Literacy and numeracy: \$7,020.00

Low level adjustment for disability: \$68,952.00

Socio-economic background: \$15,000.00

Per capita: \$3,630.00

Literacy and numeracy intervention: \$22,894.00

Summary of progress

Reading

The focus for Reading in 2022 was on building staff capacity and consistency in the delivery of reading lessons to increase the percentage of students reaching the top 2 bands in NAPLAN.

This involved Instructional Leader (IL) support and guidance to analyse baseline data resulting in the identification of students requiring intervention in reading. All Learning and Support Team (LaST) staff participated in Professional Learning (PL) around the implementation of quality intervention programs and the use of embedded reading assessment processes to gather data on students performing in the bottom 40% of Stage 1 to Stage 3. This data was used to identify the bottom 25% of each stage who were then placed in small group intervention programs and monitored by the IL. Collaborative analysis of student reading data and regular observation of literacy lessons was conducted by the IL and peers. Feedback given from observations has been incorporated by teachers to refine their teaching practice. CARS and STARS comprehension program was implemented across 3-6. Conferencing with Stage 2 students was conducted fortnightly, when FOCUS reading data was of concern (<50%) or exceeding expectation (90+%). Using the online version has allowed greater personalisation for each student and was and monitored regularly. PL was provided to Stage 3 teachers around teaching comprehension. Lesson observations were provided and teaching of comprehension was modeled to ensure consistency of implementation.

As a result of increased staff capacity to implement intervention programs, all students identified for learning intervention in reading have shown growth. K to 2 teaching programs and data show evidence of student growth, attainment and adjustment. PAT reading data and Cumulative reviews show impact of improved teaching practice in reading and student outcomes across K-2. CARS and STARS data shows a high level of interaction with the online platform for Stage 2 which has lead to positive growth across all reading strategies. However, data shows negative growth in many reading comprehension strategies in Stage 3. Consistency of teacher judgement for reporting has focused on the analysis of internal student data and students reflecting on their learning success through negotiated personal learning goals. Next year the focus will be for CARS and STARS to be implemented with fidelity and monitored for student achievement and growth which will support further improvement towards building staff capacity and consistency in the delivery of reading for improved student outcomes. After rigorous discussions regarding the application of an A to E scale for reporting to parents, we are waiting for the release of the new programming and reporting policy to align with the roll out of the new syllabus.

Numeracy

The focus for 2022 was on developing capacity of teachers to plan and deliver quality numeracy lessons while creating consistency across the school.

This involved building teacher capacity to understand effective numeracy strategies through participation in PL to unpack the Effective Numeracy guides. Implementation of researched best practice in numeracy through an evidence based quality whole school program was implemented across the school. All staff participated in PL around the implementation of this program. To support the implementation of the program resources were purchased for all classes. Modelled lessons were provided in class to support quality teaching of the program across the school. The Implementation of digital Progressive Achievement Tests in Mathematics was evaluated as a tool to collect student numeracy data. Staff capacity was developed to triangulate data sources to inform planning at student point of need and align learning and intervention through PL lead by the IL.

Numeracy T&L programs include a comprehensive assessment schedule used to drive planning. Executive regularly monitor the recorded data on the shared digital platform to ensure adherence to the whole school assessment schedule. Team meetings are used to monitor student growth and achievement.

Observation of numeracy lessons were conducted and support the student TTFM data, showing high levels of student engagement. Staff participated in a rigorous process evaluation of the current mathematics program and identified the structure of lessons and incorporation of hands on activities are driving factors in the improved student engagement with mathematics. However, there needs to be greater differentiation to cater to the students needing extension and those needing support.

As a result, all students learning achievement and growth in Numeracy is recorded analysed and used to plan student learning. Student engagement in numeracy lessons was improved with Tell Them From Me student survey demonstrates that 70% of students identified Mathematics lessons enjoyable. 55% identified they are learning more in Mathematics lessons. 58% of students reported they understand what we are learning. 39% of students identified they look forward to Mathematics lessons as part of the school day. This demonstrates we are making progress toward improving student engagement in Mathematics. However, 5% of students identified that they find Mathematics lessons too hard and 15% find mathematics lessons boring.

Evaluation of the available data for achievement and growth showed inconsistency across stages. Therefore, greater across stage planning will be a focus for 2023 with implementation of the New Mathematics syllabus.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Reading Attainment</p> <p>Uplift of 11.2% of Year 3 and 5 students achieve in the top 2 bands in NAPLAN Reading.</p>	<p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 47% and is progressing toward the lower-bound system negotiated target of 52.5%. This demonstrates a 9% uplift in students achieving Top 2 bands in NAPLAN reading.</p>
<p>Increase the proportion of students achieving expected growth in NAPLAN Reading to the lower bound system negotiated target of 69.7%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However PAT Reading and Comprehension Assessments in Reading (CARS) indicates positive growth in student achievement in Reading.</p>
<p>Increase the proportion of students achieving expected growth in NAPLAN Numeracy to the lower bound system negotiated target of 62.4%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check In and PAT test data indicates growth in achievement.</p>
<p>Numeracy Attainment</p> <p>Uplift of 14% Year 3 and 5 students achieve in the top 2 bands in NAPLAN Numeracy.</p>	<p>The percentage of students achieving NAPLAN top 2 bands Numeracy is 18% indicating progress yet to be seen towards the lower bound system negotiated target of 30.2%. Focus on this target has resulted in increased student engagement in Mathematics and a constant structure of quality numeracy lessons.</p>



Strategic Direction 2: Teaching Excellence

Purpose

We will invest in High Impact Professional Learning to develop teacher capabilities while pursuing a shared approach to school improvement.

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.

- High Impact Professional Learning
- Data Literacy

Resources allocated to this strategic direction

Socio-economic background: \$22,984.00

Professional learning: \$405.87

Low level adjustment for disability: \$13,900.00

Aboriginal background: \$7,818.00

Summary of progress

High Impact Professional Learning

The focus for High Impact Professional Learning was to support Shoalhaven Heads Public School in developing a shared vision and delivery of exemplary quality teaching and learning.

This involved implementing the research based Quality Teaching Rounds with a Professional Learning Community (PLC) of 4 teachers, 3 who had attended Professional Learning through the Quality Teaching academy. This PLC modelled, observed and coded lessons against the 18 QT elements. The PLC collaborated and negotiated codes for each element of the QT framework when reflecting on each observed lesson which empowered the teachers involved to analyse and refine their teaching practice. The QTR process was evaluated by the PLC, and a plan created to embed the process across the school in 2023. The evaluation showed that 100% of the current PLC values the QTR process. All participants feel that they are reflecting on and incorporating the 18 QT elements into their lessons and planning due to the exposure and discussions had during this round. Involvement in the QTR process enhanced teacher confidence and morale and a culture of collaboration and respect was enhanced.

As a result the QTR process provided access to the PLC in the HIPL model elements of; ensuring collaborative and applied professional learning strengthens teacher practice, professional learning is continuous and coherent, teachers and school leaders are responsible for the impact of professional learning on student progress and achievement. Accessing the short QTR website videos to clarify elements during the coding discussions was a useful way to build shared understanding to support coding when confusion arose.

Next year the focus will be to embed QTR processes across the school by the first PLC leading Professional Learning for the whole staff to ensure the process is followed with fidelity. The APC&I will lead and monitor the new PLC development and processes of teaching rounds by being a member of all future PLC rounds which will support further improvement towards developing a shared vision and delivery of exemplary quality teaching and learning.

Data Literacy

The focus for Data Literacy was to ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum provision.

This involved developing staff capacity to consistently collect and use student data to improve student outcomes. The executive team collated and analysed whole school assessment processes and tools. This was refined into a whole-school assessment schedule which was collaboratively developed by all teachers and the executive team. A tracking system to effectively collect, store and monitor student growth and achievement was developed. Evaluative practices around data use was developed within the executive team through participation in the LEED project.

As a result the implementation of the school assessment plan was monitored regularly by the executive team. Teachers were questioned and strategies put in place to support the plan where necessary. The Instructional Leader/Digital Classroom Officer developed digital Teaching and Learning planning documents and provided PL to all staff to use the documents to collaboratively plan teaching and learning across stages in the SHPS Microsoft Team. This provided

access to T&L programs and assessment data to monitor the use of quality student data to plan for student improvement at point of need through data analysis.

Next year the focus will be to ensure that digital T&L programming processes are collaboratively evaluated and refined. The school assessment schedule will be aligned to new K-2 syllabus expectations. The APC&I will review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

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
Self-assessment against the School Excellence Framework in the element 'Learning and Development' will be maintained at Delivering with some themes at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Learning and Development shows the school currently performing at Sustaining and Growing.
Self-assessment against the School Excellence Framework in the element 'Data Skills and Use' will be maintained at Delivering with some themes at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Data Skills and Use shows the school currently performing at Delivering.

Strategic Direction 3: Engagement through Efficacy

Purpose

In order to increase learning engagement we will build community partnerships that support, develop and grow students self efficacy inclusive of their social, emotional, cultural and academic needs.

Initiatives

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

- Learning Culture
- Student Engagement

Resources allocated to this strategic direction

Professional learning: \$8,000.00

Integration funding support: \$3,157.00

Socio-economic background: \$3,777.00

Summary of progress

The focus for 2022 was on building a shared understanding of what High Expectations(HE) look like at Shoalhaven Heads Public School and providing students with access to their own learning data to reflect and plan for improvement.

This involved community consultation, staff training and data analysis to develop and embedded a shared understanding of High Expectations (HE) across the school community. We collected baseline data from students, parents and teachers about what they believed HE are. We used data to generate a definition and a vision statement for HE at SHPS

Through the evaluative practices in our LEED Action Plan we established that there was not a clear link between the teachers understanding of Learning Intentions and Success Criteria (LISC) and what students understand of LISC.

To embed a learning culture that enables students to create and receive feedback to achieve their learning goals, High Expectations (HE) was integrated within a digital LISC process in Stage 2. The Instructional Leader designed a digital based LISC process in the online Learning Journal 'Seesaw' that provides opportunities for students and teachers to incorporate high expectations into personal LISC goal setting and provides a shared understanding of LISC for teachers and students. This goal setting is a collaborative negotiation with teachers and students when reflecting on their work samples and data. The Instructional Leader lead Professional Learning with Stage 2 teachers to implement this process. A small group of Stage 2 students trialed the use of the digital based LISC processes during Term 3. The trial students and teachers collaboratively evaluated and refined digital based LISC processes. During Term 4 all stage 2 students trialed the refined version of the digital based LISC processes. Stage 2 students and teachers collaboratively evaluated and refined digital based LISC processes to roll out across K-6 in 2023. This will provide individualised opportunities for all students to attempt challenging work, whether the challenge is intellectual, physical or performance-based at their point of need. Feedback collected from students and teachers in Stage 2 shows high rates of student engagement in the process. Evidence of learning was added to the digital learning journals by the students to prove the achievement of personal learning goals, which provided a collection of work for celebration of learning and future learning goal negotiations

As a result, having a shared understanding of HE and how to achieve them has resulted in significant lift in The High Skill High Challenge quadrant of the TTFM survey from 44% in 2021 to 68% in 2022. A significant decrease from Low Skill Low Challenge quadrant of 13%. This demonstrates that teachers are providing more targeted learning experiences that provide the necessary challenge to impact student outcomes. Next year the focus will be sharing and demonstrating the LISC process with the community to develop opportunities for students to communicate with their families on their personal learning journey to support stronger home/school connections. For students to have voice, their digital LISC evidence and reflections will be incorporated into personalised comments on their school reports each semester.

Student Engagement

The focus for 2022 was on developing students' self belief and sense of belonging through improved student engagement and implementation of wellbeing programs.

This involved school wide implementation of a program that challenged students to invest in ideas, concepts and risk taking to create meaningful student involvement.

Our focus was to improve partial attendance through adhering to school processes, including communication with parents and promotion of the importance of regular and on time attendance and engagement of external agencies. Promoting regular school attendance as a way to strengthen belonging at school was communicated through social media and the school based focus for highlighting attendance issues was regularly communicated throughout the year. Successful completion of attendance improvement plans and improvement in the partial attendance rates of students of concern were significantly improved.

Wellbeing processes were refined to ensure they align with the new Inclusive, Engaging and Respectful Schools policy. Consultation with the school community ensured they value SHPS processes to develop student advocacy and belonging. The Executive team participated in Professional Learning around High Potential and Gifted Education (HP&GE) expectations. The Self-Assessment HPGE evaluation and planning tool was used to determine SHPS current areas of need to support this policy implementation. Research based extension programs were acquired that align with our current K-2 Literacy programs and implemented in the Year 1 class as a trial to be evaluated for implementation to support HP&GE students across K-2 in 2023. Supporting ways to develop talent will strengthen processes for implementation of High Potential and Gifted Education Policy.

The evaluation of the implementation of 'Smiling Minds' program across K-6 in 2021/2022 showed that it had some positive aspects. However, evidence showed it was not appropriately fulfilling the elements of the wellbeing capabilities framework. Staff were asked to research other available evidence-based wellbeing programs that could fulfill the elements of the wellbeing capabilities framework. Next year the focus will be Implementing the new wellbeing program Grow Your Mind across the school to better development students emotional self regulation.

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
Self-assessment against the School Excellence Framework in the element 'Learning Culture' will be maintained at Delivering with some themes at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Learning Culture shows the school currently performing at Sustaining and Growing.
Increase the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school toward the lower bound system negotiated target of 89.9%.	Tell Them From Me data shows 96% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating achievement of the lower bound target of 89.9%.
Increase the proportion of students attending school 90% or more of the time to the lower bound system-negotiated target of 83.0%.	The number of students attending greater than 90% or more of the time is 49.5% indicating a continued downward tread moving further away from the lower bound target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$81,337.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Shoalhaven Heads 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"> • Learning Culture • Other funded activities <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 to build teacher capacity around [behaviour intervention/ curriculum adjustments] • intensive learning support for funded students <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All IEPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student IEP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$41,761.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Shoalhaven Heads Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • High Impact Professional Learning • Student Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff through Quality Teaching Rounds to support student learning • Employment of external providers to support students with additional learning needs • Additional professional learning for Stage 3 in Cars and Stars program • Providing students without economic support for educational materials, uniforms, excursions, and other items • Employment of additional SLSO to implement intervention program in synthetic phonics, with students performing below the expected stage level <p>The allocation of this funding has resulted in the following impact: Student improvement evidenced by: Year 3 NAPLAN Reading above both state and SSSG Year 5 NAPLAN Reading above SSSG and significant upward trajectory from 2021 Year 3 NAPLAN Numeracy above state and SSSG Year 5 NAPLAN Numeracy above SSSG</p> <p>After evaluation, the next steps to support our students will be: Continue to engage trained SLSO for intervention to support our trajectory</p>

<p>Socio-economic background</p> <p>\$41,761.00</p>	<p>towards achieving targets. Numeracy intervention to move students in the middle NAPLAN bands to the top 2 bands. APCI working to build staff capacity Continue to financially support students access to all areas school life</p>
<p>Aboriginal background</p> <p>\$18,818.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Shoalhaven Heads 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"> • Data Literacy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: All Aboriginal students participated in the development of a collaborative Personalised Learning Pathway Plan with the LaST, class teacher and family members to identify, plan and action learning personalised to their need and to create a strong family connection to student learning. Every student was provided the opportunity to participate in excursions and extra curricular activities to support their learning growth and engagement at school.</p> <p>After evaluation, the next steps to support our students will be: Continue LaST support to develop PLPs for all Aboriginal students. LaST embed a monitoring and review cycle to ensure PLPs are updated and relevant throughout the year. Continue to ensure all Aboriginal students are supported financially to access school activities.</p>
<p>Low level adjustment for disability</p> <p>\$88,681.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Shoalhaven Heads Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Data Literacy • Other funded activities <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 MiniLit and MaqLit to increase learning outcomes in reading. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: 100% of students supported through the MiniLit and MaqLit Literacy Intervention by LaST collaboration and SLSO sessions showed growth in reading fluency and phonetic decoding. All students who participated in the</p>

<p>Low level adjustment for disability</p> <p>\$88,681.00</p>	<p>intervention stated a significant rise in confidence when working in literacy.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will continue to provide additional support for identified students through the employment of trained SLSO's for intervention. More support for HPGE students will be provided by SLSOs through the use of the extension InitialLit resources. A focus on numeracy data will be incorporated into student support in 2023.</p>
<p>Location</p> <p>\$4,828.00</p>	<p>The location funding allocation is provided to Shoalhaven Heads Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions • incursion expenses <p>The allocation of this funding has resulted in the following impact: All students having access to extra-curricula activities. Enrichment activities including Verse speaking, Southern Stars, end of year celebrations, CAPA enrichment incursion and author talks were subsidised so all students had opportunity.</p> <p>After evaluation, the next steps to support our students will be: Continue to fund enrichment activities to ensure our students are exposed to a variety of experiences.</p>
<p>Professional learning</p> <p>\$16,405.87</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 Shoalhaven Heads Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • High Impact Professional Learning • Learning Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All staff K-2 training in synthetic phonic based literacy. • QTR implemented <p>The allocation of this funding has resulted in the following impact: Full round of QTR was implemented at SHPS. Feedback from participating staff after QTR indicate that this HIPL is beneficial for planning of teaching and lesson reflection and building teacher capacity..</p> <p>After evaluation, the next steps to support our students will be: To expand the QTR to include all staff in 2023.</p>
<p>Literacy and numeracy</p> <p>\$7,020.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Shoalhaven Heads Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading

<p>Literacy and numeracy</p> <p>\$7,020.00</p>	<ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: All classroom teachers were provided appropriate resources to support quality literacy and numeracy teaching and learning programs. Student engagement was enhanced through all students having access to digital subscriptions to support learning across KLA's and the development of personalised digital learning journals. All of Stage 2 and Stage 3 teachers and students having access to a digital Comprehension subscription to support quality teaching and learning and assessment of growth. Literacy resources purchased in Stage 1 and ES1 to support teaching and learning programs and intervention. Subscription to purchase the online PAT numeracy and reading assessments.</p> <p>After evaluation, the next steps to support our students will be: Continue to ensure classes are well resourced to support teaching and learning. Continue to purchase online subscriptions to support literacy and numeracy across the school.</p>
<p>QTSS release</p> <p>\$35,280.75</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Shoalhaven Heads 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • implementation of quality teaching rounds to strengthen quality of teaching practices <p>The allocation of this funding has resulted in the following impact: Executive staff were released to meet weekly to plan and evaluate SIP. Fortnightly school wide analysis of student data was conducted to generate professional discussion with teaching staff and monitor student progress toward Premier's targets.</p> <p>After evaluation, the next steps to support our students will be: Continue to meet weekly as an executive staff to drive student and teacher improvement.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,201.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Shoalhaven Heads Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy intervention</p> <p>\$36,201.00</p>	<ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: Stage 2 students in the bottom 25% of Literacy receiving intervention support through classroom teacher intervention program. Stage 1 and 3 students in bottom 25% of literacy achievement receiving intervention support through SLSO.</p> <p>After evaluation, the next steps to support our students will be: Continue to support bottom 25% of students in Stage 1 , 2 and 3 through literacy and numeracy intervention.</p>
<p>COVID ILSP</p> <p>\$70,800.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • providing intensive small group tuition for identified students • employing staff to supervise and monitor progress of student groups engaging in online <p>The allocation of this funding has resulted in the following impact: The bottom 25% of student in Stage 1 and 3 being withdrawn for daily intensive Literacy support with an SLSO. The bottom 25% of students in Stage 2 receiving daily intensive literacy support with a classroom teacher. 100% of students in intervention programs achieving growth in reading fluency.</p> <p>After evaluation, the next steps to support our students will be: Continue to support the bottom 25% of students in Literacy and refine the support processes to extend the HPGE students in literacy and numeracy.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	91	96	97	95
Girls	86	81	90	87

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.0	91.5	93.1	88.7
1	93.1	90.6	94.0	90.8
2	93.0	91.1	93.3	89.0
3	92.9	92.4	90.8	86.3
4	92.8	88.8	92.2	88.9
5	94.7	92.1	92.6	89.9
6	92.0	89.5	92.6	83.3
All Years	93.2	91.0	92.6	88.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

Management of non-attendance

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

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.94
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	1.92

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to

improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



Financial information

Financial summary

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

	2022 Actual (\$)
Opening Balance	103,863
Revenue	2,229,891
Appropriation	2,110,103
Sale of Goods and Services	9,602
Grants and contributions	108,863
Investment income	1,323
Expenses	-2,186,417
Employee related	-1,890,098
Operating expenses	-296,319
Surplus / deficit for the year	43,473
Closing Balance	147,336

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	81,337
Equity Total	149,262
Equity - Aboriginal	18,818
Equity - Socio-economic	41,762
Equity - Language	0
Equity - Disability	88,683
Base Total	1,610,133
Base - Per Capita	47,251
Base - Location	4,828
Base - Other	1,558,054
Other Total	134,457
Grand Total	1,975,190

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



School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

2022 saw teachers, students and the school community continue to work together to foster a school culture that is inclusive and focused on learning, one in which staff, students and parents have high expectations and strive for continual improvement.

Each year the school seeks the opinions of students, parents, and teachers about the school. This data is used to evaluate and implement initiatives to support the school's strategic directions. This year we captured the opinions of the school community through The Tell Them from Me survey, which is developed by the Department's Center for Education Statistics and Evaluation. Responses are converted to a ten-point scale, with 10 indicating strongest agreement with the statement.

Students

The Tell Them From Me student survey provides insights into student engagement, wellbeing and effective teaching practices at our school, from the perspective of students.

Below shows student survey results compared with NSW Govt norms (indicated in brackets)

- Students with a positive sense of belonging **96%** (82%)
- Students with positive relationships **92%** (85%)
- Students that value schooling outcomes **100%** (96%)
- Students with positive behaviour at school **96%** (83%)

Our survey results indicate that our students are socially engaged, are actively involved in the life of the school and value schooling outcomes.

The following are our school drivers for student learning responses compared to NSW Govt norms (indicated in brackets).

- Effective learning time **8.2** (8.2)
- Relevance **8.3** (7.9)
- Advocacy **8.2** (7.7)
- Positive teacher student relations **8.1** (8.4)
- Positive learning climate **7.1** (7.2)
- Expectations for success **8.4** (8.7)

Parents

The 'Partners in Learning' survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their child's experiences at school and home. In 2022, only 10 parent responses were collected through Tell Them from Me Parent survey, making the assessment of parent satisfaction difficult. However, the following results indicate that Shoalhaven Heads Public School is mostly above the NSW Govt Norm (indicated in the brackets).

- Parents feel welcomed **7.3** (7.4)
- Parents are informed **5.8** (6.6)
- Parents support learning at home **7.4** (6.3)
- School supports learning **7.4** (7.3)
- School supports positive behaviour **8.1** (7.7)
- Safety at school **7.1** (7.4)
- Inclusive school **6.7** (6.7)

The information shows we have continued to make gains in the support of positive behaviour at school. Based on this information the school has started an evaluation of communication practices to improve how parents are kept informed.

Staff

The Focus on Learning Survey is a self-evaluation tool for teachers and schools, which is based on the eight drivers of student learning and the four dimensions of classroom and school practices. Research on classroom and school effectiveness has consistently shown these factors to be strongly correlated to student achievement. The responses were converted to a ten-point scale, with 10 indicating strongest agreement with the statement. The following information shows teacher survey results compared with NSW Govt norms (indicated in brackets).

- Leadership **8.0** (7.1)
- Collaboration **8.1** (7.8)
- Learning culture **8.1** (8.0)
- Data informs Practice **8.5** (7.8)
- Teaching strategies **8.4** (7.9)
- Technology **7.8** (6.7)
- Inclusive school **8.3** (8.2)

- Parent involvement **7.7** (6.8)
- Challenging and visible goals **7.8** (7.5)
- Planned learning opportunities **8.3** (7.6)
- Quality feedback **7.9** (7.3)
- Overcoming obstacles to learning **8.4** (7.7)

The school outperforms the NSW State norms on all areas of the Focus on Learning survey reflecting the professional, collaborative and supportive culture of the team. Of particular note in the 2022 Teacher Focus on Learning Survey, was the significant improvement in the Technology domain which reflected the appointment of a Digital Classroom Officer to build the capacity of staff for the practical application of Technology for Learning in the classroom.



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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