

2022 Annual Report

Scarborough Public School



3045

Introduction

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

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

School contact details

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Message from the students

We Mudjingaal would like to acknowledge the towering and rocky mountains, the expansive blue sea, and the ancient and wise land in between. We acknowledge the red-bellied black snake, the humpback whale, and the sea eagle as our protectors. We acknowledge our mudjingaals, our kind and helpful teachers, our welcoming and loving families, and our cute and cuddly pets. As we listen and learn, as we play with our friends, and as we make special memories. We acknowledge this unique and grand land and remember that this is, was, and always will be Aboriginal land.

Acknowledgement of Country written by students in Mudjingaal class (3-6) in collaboration with Community



Our Country

School vision

*At Scarborough Public School we embrace a culture of trust, courage and risk taking that sets high expectations for **every** student to achieve academic, social, physical and emotional success. We value authentic collaboration to develop inclusive, creative and innovative learning opportunities that are responsive to student individuality and need.*

*We consistently expect our students and teachers to turn up, welcome challenge and be better than the day before. **Every** single day of teaching and learning at Scarborough Public School matters.*

School context

Scarborough Public School is located on the land of the Five Islands Dreaming in the northern suburbs of Wollongong. Our small school has an enrollment of 72 students, across 3 multi-grade classes. As a small school, we keep students at the centre of our decision-making, ensuring that no student gets lost in the crowd.

Our expectations for learning are high for **every** student and reflect the high aspirations and goals of both our community and the students themselves. Learning is supported across the curriculum by a very active and well-informed local community.

Our school celebrates difference within a diverse cohort of students, including an increasing number of neurodiverse learners. Aboriginal students make up less than 5% of our student cohort but the school has a strong focus on developing integrated learning opportunities that celebrate our country's rich Aboriginal history and culture.

We take an inclusive, proactive and strengths-based approach to learning. Our experienced staff are committed to working collaboratively with parents and external providers to ensure every student is known, valued and cared for. Adjustments are planned, documented and delivered by staff to ensure all students can access learning at their level of need.

Extra-curricular opportunities in sport, science and technology, debating, public speaking, academic enrichment and the arts enable our students to build on their strengths and interests through many different and challenging experiences. These opportunities are often delivered in collaboration with our Seacliff Community of Schools and a strong small schools network.

The whole school community, involving students, staff, parents and the NIAECG, was consulted in the development of this Strategic Improvement Plan. Through our situational analysis, we have identified a need to use assessment with greater flexibility and responsiveness as an integral part of daily instruction, ensuring teachers can adapt their practice and meet the learning needs of all students. Further work is required on developing staff understanding of student assessment and data concepts. Teachers need greater confidence in analysing, interpreting and extrapolating data, collaboratively using this information to inform planning, identify interventions and modify teaching practice.

Our analysis of NAPLAN and internal data highlights numeracy as an area of focus, with particular emphasis on developing a strong understanding of the new maths syllabus. A strategic planned approach to wellbeing and inclusion is also a priority, achieved through the development of whole school wellbeing processes that support the wellbeing of all students so they can connect, thrive and learn.

As part of these targeted improvements, student progress will be continually monitored and evaluated against the School Excellence Framework to determine the impact of our changes in practice.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student performance and growth in target areas of reading and numeracy through refinement of our curriculum knowledge and teaching practice, along with consistent use of literacy and numeracy assessment *for, as and of learning*.

Initiatives

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

- Strong literacy foundations
- Quality mathematics instruction

Resources allocated to this strategic direction

Literacy and numeracy: \$1,332.00

Professional learning: \$954.00

QTSS release: \$12,756.23

Summary of progress

As part of our focus on ensuring all students have solid literacy foundations, we began the process of trialling the evidence-informed Initialit literacy program in the K/1 class. The success of this trial led to full implementation in term 4 with a commitment to extending the program to year 2 in 2023. Data shows a significant increase in student sound awareness compared to those students in year 2, who were not participants. New reading resources, including decodable readers have successfully supported this approach.

Our focus on maths, through the delivery of Teaching Sprints and collaborative planning was significantly impacted by COVID-19 staff absences in semester 1, limiting the ability for the team to plan collaboratively. Throughout the year, a professional learning plan was developed by the aspiring leadership team through the 3Rivers4Learning Leadership Program. The team redesigned the Teaching Sprint process to ensuring greater clarity of our goals and more consistent implementation. The aim of these changes was also to narrow our focus to specific areas of maths instruction and to improve staff capacity in small increments.

In 2023, the school will focus on maximising the impact of our new Assistant Principal, Curriculum and Instruction through the delivery of evidence-informed professional learning that is focussed on mathematics. This will be achieved through the implementation of our redesigned Teaching Sprints plan, providing two team planning days each term to support collaborative practice. We will invest in training and resources to extend the Initialit program to year 2, ensure all students from K-2 have exposure to a consistent and effective literacy program. Implementation of the new K-2 mathematics syllabus and accompanying cross-stage units of work will be a priority. These will be adapted to suit the specific context of Scarborough Public School.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|--|--|
| • The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases by 4.6%. | 2022 NAPLAN data indicates 66.67% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target. |
| • The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases by 11.7%. | 2022 NAPLAN data indicates 56.25% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target. |

Strategic Direction 2: Student wellbeing and engagement

Purpose

To improve student wellbeing and engagement in learning through the implementation of inclusive, proactive and research-informed 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.

- Proactive wellbeing and inclusion practices
- Cultural awareness and reconciliation

Resources allocated to this strategic direction

Socio-economic background: \$2,219.47

Professional learning: \$3,524.60

Aboriginal background: \$2,605.93

Summary of progress

Proactive wellbeing and inclusion practices

An additional teacher was trained in the Berry Street Educational Model in term 1, to lead professional learning across the team. Teachers engaged in professional learning around 'body' strategies aimed at improving student self-regulation, mindfulness and ability to de-escalate. This was supplemented by all staff completing trauma-informed practice training, delivered by the Department. Throughout semester 2, teachers trialled circle time, the ready-to-learn scale and check-ins in all classrooms, sharing their experiences in staff meetings. This feedback was utilised to adapt class routines and the delivery of the program itself to suit the class context.

Berry St Education Model strategies are now evident in all classrooms, visible on the walls and within classroom morning routines. Circle time starts the day in every room and teachers check in with students consistently. Student feedback has been strong, and we have observed a 3% increase in students reporting positive relationships (86%).

In 2023, we will continue with implementation of Berry St Education Model strategies, training new staff in this approach. In addition, we will conduct a review of our existing Wellbeing Plan and Individual Education Plan processes and documentation, alongside the development of the new Behaviour Management Plan. This will be done in consultation with community to ensure we follow the requirements of the Departments' Inclusive, Engaging and Respectful reforms.

Cultural awareness and reconciliation

In 2022 we have made significant progress in this initiative, with three teachers attending Connecting to Country cultural awareness training to develop a greater understanding of local Community, history and culture. Students worked with a local Elder to learn about Country and its significance, creating their own individual acknowledgements. These are now consistently shared in the classroom, with a majority of students showing strong awareness of its purpose and cultural importance. Aboriginal students worked in mentor roles to help peers write their Acknowledgements and regularly coach others in practising and delivering their acknowledgements at school events.

Analysis of the Aboriginal Education School Self-Assessment Tool (AbSAT) feedback shows significant progress in our target areas, improving our levels of engagement with Aboriginal community, and a stronger connection to Country. This is supported by student focus groups and teacher feedback.

In 2023, the school will focus on further Connecting to Country training for staff and the establishment of new collaborations with community, specifically aligned to our Strategic Direction 1 goals. We will begin consultation with Community on the development of a Reconciliation Action Plan, which we expect to take 2 years to complete.

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 |
|--|---|
| Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift to be above the 2021 level. | In 2022 <i>Tell Them From Me</i> data indicates 79.71% of students reporting positive wellbeing outcomes has decreased by 9.68% across the positive wellbeing measures. |
| Uplift in the percentage of students attending school 90% of the time to be above the 2021 attendance rate. | In 2022 the number of students attending greater than 90% of the time or more has decreased by 38.43%. This was significantly impacted by NSW Public Health Orders. |
| The school self-assesses in the <i>Aboriginal Education Self-Assessment Tool</i> (AbSAT) at a minimum of delivering in all areas , while demonstrating that we are sustaining and growing in Community Engagement and Connecting to Country. | In 2022, evaluation against the <i>Aboriginal Education Self-Assessment Tool</i> (AbSAT) shows the school is delivering in all areas, and has achieved sustaining and growing in the focus areas of Community Engagement and Connecting to Country. |



Celebrating our new Acknowledgements of Country



Reading a personal Acknowledgement of Country at our school celebration

| Funding sources | Impact achieved this year |
|--|--|
| <p>Integration funding support</p> <p>\$130,423.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Scarborough 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"> • 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 and adjustments • consultation with external providers for the implementation of high-level adjustments for students with complex needs <p>The allocation of this funding has resulted in the following impact: Continued successful integration of students with complex needs in mainstream classrooms, with a majority of students achieving their Individual Education Plan goals; mostly positive parent feedback regarding quality of adjustments used and support provided. This is reinforced by feedback from Assistant Principal Learning and Support and Learning and Wellbeing Officer.</p> <p>After evaluation, the next steps to support our students will be: The development of a new Individual Education Plan (IEP) format and process that helps all stakeholders better align the funding received towards student goals. We require greater line of sight from the funding to the direct impact for the student.</p> |
| <p>Socio-economic background</p> <p>\$2,219.47</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Scarborough 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"> • Proactive wellbeing and inclusion practices <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 Berry St Educational Model to support student wellbeing and a trauma-informed response <p>The allocation of this funding has resulted in the following impact: As of term 4, 2022 all staff are now consistently implementing a trauma-informed approach to student wellbeing and behaviour in classrooms. This includes the implementation of proactive and preventative strategies such as circle time, and the ready-to-learn scale, to increase student voice and their capacity to engage in learning.</p> <p>After evaluation, the next steps to support our students will be: Revisit these strategies in 2023, particularly with a change in teaching staff, to ensure Berry St Education Model strategies are consistently applied and refined in every classroom and the playground. This will be supported through the development of a new behaviour management plan and school wellbeing strategy.</p> |
| <p>Aboriginal background</p> <p>\$2,605.93</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Scarborough 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</p> |

| | |
|--|---|
| <p>Aboriginal background</p> <p>\$2,605.93</p> | <p>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"> • Cultural awareness and reconciliation <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 • engagement of a local Elder to explore the meaning of Country and develop individualised Acknowledgements of Country • purchase of school literacy resources embedding local language and Aboriginal culture and history • cultural awareness training through Connecting to Country professional learning, run by local community <p>The allocation of this funding has resulted in the following impact: Acknowledgements of Country are consistently embedded in classroom practices across the school, including in classrooms and at events. Students demonstrate a strong understanding of the significance of Acknowledgements of, and Welcome to Country and what they represent. Collaboration and professional learning with the Northern Illawarra Aboriginal Education Consultative Group has helped the establishment of stronger links with local community.</p> <p>After evaluation, the next steps to support our students will be: The focus of efforts on the development of a Reconciliation Action Plan, in consultation with community. Connecting to Country professional learning will be delivered to new staff, along with a School Development Day dedicated to Aboriginal education in term 2. Personalised Learning Pathway processes will be reviewed and refined based on best practice.</p> |
| <p>Professional learning</p> <p>\$7,504.16</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 Scarborough 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"> • Proactive wellbeing and inclusion practices • Strong literacy foundations • Cultural awareness and reconciliation • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning focussed on the planning and delivery of evidence-based literacy programs from K-2 • Trauma-informed practice professional learning, based on the Berry Street Education Model • Staff casual release for Connecting to Country cultural awareness training • Staff casual release for principal and aspiring leaders participation in 3Rivers4Learning Leadership training <p>The allocation of this funding has resulted in the following impact: InitaLit is now embedded across K/1 with demonstrated improvement in student sound awareness. Trauma-informed practice is at the core of our approach to student wellbeing, with a wide range of Berry St Education Model strategies utilised consistently across all classes. Investment in Connecting to Country training has developed staff understanding of the significance of Country, leading to the development of Acknowledgements of Country by all students as well as stronger relationships with community. Leadership capacity has been increased through the successful completion of the 3Rivers4Learning program by three staff members, who have applied this knowledge to plan our mathematics professional learning and Teaching</p> |

| | |
|--|---|
| <p>Professional learning</p> <p>\$7,504.16</p> | <p>Sprints.</p> <p>After evaluation, the next steps to support our students will be: To invest in additional Connecting to Country training for those staff who have yet to attend, building a consistent understanding of Aboriginal culture and history across our team. Extending the InitialLit literacy program to year 2 which requires further staff training, as well as ensuring new staff in K/1 are fully trained. Our final focus of professional learning funds will be on developing staff knowledge and understanding of quality mathematics instruction to support the new K-2 Mathematics Syllabus. This will include attending the MANSW K-8 Mathematics Conference in term 1, 2023.</p> |
| <p>Literacy and numeracy</p> <p>\$1,332.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Scarborough 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"> • Strong literacy foundations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy program and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in the following impact: InitialLit resources are consistently used in the K/1 class, supporting the delivery of the literacy program. This includes new decodable readers that align to best practice in reading.</p> <p>After evaluation, the next steps to support our students will be: The purchase of more decodable readers for year 2 to support the roll out of InitialLit in Gadhu class. Additionally, we will prioritise funding for the purchase of maths resources and manipulatives as part of our implementation of the new K-2 mathematics syllabus and the accompanying maths units of work.</p> |
| <p>QTSS release</p> <p>\$12,756.23</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Scarborough 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"> • Strong literacy foundations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Successful research and design of numeracy Teaching Sprints and data wall, informed by classroom observations and collaboration with local schools who are demonstrating best practice. This process was linked to the 3Rivers4Learning leadership professional learning undertaken by aspiring leaders. Beginning implementation of teaching sprints and collaborative planning across the team. Completion of mathematics professional learning to support implementation of the new K-2 syllabus in 2023.</p> <p>After evaluation, the next steps to support our students will be: Work with the new Assistant Principal Curriculum and Instruction to ensure consistent delivery of staff numeracy planning days, underpinned by quality professional learning. Implement the Teaching Sprints professional development plan designed by the leadership team through 3Rivers4Learning leadership training. Refine assessment practices and tools used to identify student need and determine growth.</p> |

| | |
|---|---|
| <p>Literacy and numeracy intervention</p> <p>\$48,266.82</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Scarborough 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in the following impact: Differentiated teaching of literacy for identified students performing below the expected level for their stage, delivered across Scarborough, Coledale and Otford Public Schools. The program differed across schools and was tailored to suit local contexts.</p> <p>After evaluation, the next steps to support our students will be: Moving our focus to the leadership of the new Assistant Principal Curriculum and Instruction, modelling effective practice and leading professional learning in literacy and numeracy. The literacy and numeracy intervention program has now ended and will not continue in 2023.</p> |
| <p>COVID ILSP</p> <p>\$8,970.00</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 • releasing staff to analyse school and student data to identify students for small group tuition groups • employing staff to provide tuition to student groups in numeracy <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals in numeracy, as captured in PLAN2.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of small group tuition, focussed on literacy in 2023; using data sources and teacher feedback to identify specific student need; the systematic review of targeted student progress at Learning and Support Meetings and at collaborative planning sessions.</p> |
| <p>Low level adjustment for disability</p> <p>\$29,304.40</p> | <p>Low level adjustment for disability equity loading provides support for students at Scarborough 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting |

Low level adjustment for disability

\$29,304.40

The allocation of this funding has resulted in the following impact:

Continued successful case management of students with complex needs in mainstream classrooms, with a majority of students achieving their Individual Education Plan goals . Predominantly positive parent feedback regarding quality of adjustments used and support provided. Evidence of strong progress for students engaged in additional literacy support through withdrawal groups.

After evaluation, the next steps to support our students will be:

The development of a new Individual Education Plan (IEP) format and process that helps all stakeholders better align the funding received towards student goals. More effective tracking and evaluation of literacy support through the Literacy Progressions.



3D printing with ScopelT

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 34 | 34 | 35 | 39 |
| Girls | 28 | 29 | 30 | 33 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 93.6 | 90.8 | 90.6 | 87.0 |
| 1 | 79.1 | 91.5 | 93.5 | 86.5 |
| 2 | 89.3 | 92.3 | 95.1 | 84.0 |
| 3 | 87.2 | 92.2 | 92.7 | 87.7 |
| 4 | 94.3 | 89.7 | 93.8 | 80.0 |
| 5 | 87.3 | 93.3 | 92.3 | 86.9 |
| 6 | 94.1 | 93.0 | 95.5 | 83.2 |
| All Years | 89.8 | 92.0 | 93.1 | 85.2 |
| 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 |
| Classroom Teacher(s) | 2.41 |
| Literacy and Numeracy Intervent | 0.42 |
| Learning and Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.17 |
| School Administration and Support Staff | 1.41 |

*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 | 12,367 |
| Revenue | 1,086,955 |
| Appropriation | 978,548 |
| Sale of Goods and Services | 839 |
| Grants and contributions | 106,961 |
| Investment income | 507 |
| Other revenue | 100 |
| Expenses | -1,039,832 |
| Employee related | -914,933 |
| Operating expenses | -124,900 |
| Surplus / deficit for the year | 47,122 |
| Closing Balance | 59,489 |

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.

Scarborough Public School would like to acknowledge the ongoing financial support of our Parents and Citizens' Association, who fund additional resources, learning support staffing and our art literacy program at the school.



Bunnings Sausage Sizzle 2022

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 | 130,423 |
| Equity Total | 34,130 |
| Equity - Aboriginal | 2,606 |
| Equity - Socio-economic | 2,219 |
| Equity - Language | 0 |
| Equity - Disability | 29,304 |
| Base Total | 692,928 |
| Base - Per Capita | 16,424 |
| Base - Location | 0 |
| Base - Other | 676,504 |
| Other Total | 85,712 |
| Grand Total | 943,192 |

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.



Art literacy program - partially funded by the Parents and Citizens Association in 2022

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.



Natural playground after our working bee

Parent/caregiver, student, teacher satisfaction

Student satisfaction

Survey results show a significant declining trend in student behaviour, effort and sense of belonging, despite a slight rise in positive relationships and explicit teaching practices and feedback.

There was also a large reduction in students reporting participation in sports (38%) and extra-curricular activities (24%). This is a result of the pandemic affecting our ability to run popular extra-curricular programs such as robotics and Southern Stars. In addition, poor weather in semester 1 resulted in major disruption to sports programs and the cancellation of many outdoors events. We expect this to improve significantly in 2023 as many aspects of school return to normal.

Key student responses:

- *Positives relationships - 86% (+3%), compared to state average 85%*
- *Sense of belonging - 52% (-13%), compared to state average 81%*
- *Positive behaviour at school - 86% (-10%), compared to state average 83%*
- *Effort - 76% (-6%), compared to state average 88%*
- *Explicit teaching practices and feedback - 7.4/10 (+0.7), compared to state average 7.5*
- *Effective learning time - 7.1/10 (-0.6), compared to state average 8.2*
- *Expectations for success - 7.1 (-0.7), compared to state average 8.7*

Parent Satisfaction

Despite a slight slump in 2022, we are performing above state average in the following areas:

- Parents feel welcome - 7.8/10 (state average 7.4)
- Parents are informed - 7.2/10 (state average 6.6)
- Inclusive school - 7.5/10 (state average 6.7)
- Safety at school - 87.5/10 (state average 7.4)

Areas of improvement for 2023 are:

- Parents support learning at home - 6.0/10 (state average 6.3)
- School supports learning - 6.6/10 (state average 7.3)
- School supports positive behaviour - 7.4/10 (state average 7.7)

Specific parent feedback included:

"The school is a great place with welcoming teachers and Principal who are very approachable. It is a positive that the staff know all the kids given the small size of the school."

"Absolutely love how welcoming and approachable everyone is! Even when difficult things need to be discussed, it is done in such a caring and supportive manner! All staff go above and beyond for my family and I am so thankful to be apart of this school! The classrooms are warm and inviting and most of all provide a safe space for my child! The resources are amazing and I love how staff do their very best to accommodate for my child and adapt environments to provide such a safe and comforting space."

"I do love the welcoming atmosphere and the fact that my child loves going to school and is happy. The teachers are all very approachable and the principal is extremely engaged and understands each and every student."

"I love the prioritisation of the creative arts. I very much like the emphasis on school excursions, also the vertical integration across the years."

"Wonderful Art Education program, Very friendly, engaged and reliable staff, Strong parent community, progressive opportunities for students - Coding, robotics, Arts, extension work"

Teacher satisfaction

A teacher check-in survey is completed each term, which provides a reliable picture of teacher satisfaction throughout the year.

Key responses:

- Teachers continue to report high levels of fatigue
- Teachers are still highly motivated and report high job satisfaction
- Teachers reported strong levels of care from colleagues, which contributed to improved wellbeing overall
- Teachers believe that professional learning is of a good standard but requires more consistency and follow-up



Small Schools Soccer team 2022



Sydney Writers' Festival 2022

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.