

2022 Annual Report

Stuarts Point Public School



3643

Introduction

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

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

School contact details

Stuarts Point Public School

Banksia Rd

Stuarts Point, 2441

<https://stuartsp-t.schools.nsw.gov.au>

stuartsp-t.school@det.nsw.edu.au

6569 0627

School vision

Stuarts Point Public School is committed to working in partnership to nurture confident life-long learners who are known, valued and cared for. Students are empowered to embrace learning, develop perseverance and build resilience, which in turn fosters responsible, dedicated, capable future citizens.

In a culture of high expectations, staff work collaboratively to understand, plan, and cater for the needs of every student. Evidence based practices are deeply embedded to amplify the learning progress of each and every student. An endless pursuit for excellence ensures students are engaged, challenged and inspired to reach their maximum potential.

School context

Stuarts Point Public School is located on the Mid North Coast of NSW, nestled between the majestic Yarrahapinni Mountain and the mighty Macleay River. We draw an average enrolment of 60 students from our local village and surrounding area, which supports three multistage classes comprising students from a diverse range of backgrounds. On average in the past 3 year period our enrolment supported 32% Aboriginal and Torres Strait Islander students and 7% with Language Background other than English (LBOTE). The Family Occupation and Education Index (FOEI) for the school community is averaged at 144. The school is supported by SBAR equity loadings: Socio-economic and Aboriginal background.

Our school motto "To Greater Heights" illustrates our high expectations culture where students, families, staff and community are committed to building 'Strong and Smart' learners for life. High quality staff provide learning opportunities that engage and challenge students to continue to learn. Evidence-based pedagogy, effective classroom practice and assessment is used to drive strong foundations in literacy and numeracy. The learning, teaching and work environments are nurtured and honoured so that students and staff can be healthy, happy, engaged and successful.

All students are encouraged to be self-directed lifelong learners, where every child is supported and empowered. We provide several extra curricula opportunities for our students through leadership, Arts and PSSA.

Stuarts Point Public School is a proud member of both the Macleay Public Schools (MPS) and Nambucca Valley Community of Public Schools (V10) delivering excellence, opportunity, innovation and success.

We combine high quality leadership, collaborative mentoring, a focus on individual students and early intervention to ensure all students achieve expected outcomes. A continued focus on evidence based programs and high impact professional learning for staff are a priority. Planning, programming, assessment and rigorous data practices drive teaching and learning with the use of tools such as PLAN and Area of Focus.

Following rigorous data analysis and collaborative processes that informed our Situation Analysis we were able to use evaluative based decision making to inform the priorities for our new school plan which will build upon the work undertaken in the previous school planning cycle. We have determined the necessity for a continued emphasis on high impact innovative collaborative practices using current evidence based research and instructional leadership to ensure students achieve expected growth and attainment in their learning. As staff move towards deeper reflective practice based on quality data analysis and pursue opportunities for community engagement, students will become self-directed learners who are aware of their own progress and feel confident in working with staff to help direct future learning to succeed and thrive thus building a strong connected community.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

Every student experiences growth and academic success and the school culture is focused on learning, building educational aspiration and ongoing performance improvement. Student agency and metacognition will be actively nurtured and supported. Every staff member will further develop and refine the most effective, explicit teaching methods so that all learning opportunities are maximised.

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.

- Personalised Learning
- High Impact Strategies for Learning (HISL)

Resources allocated to this strategic direction

Socio-economic background: \$50,684.00

Literacy and numeracy: \$28,232.00

Aboriginal background: \$9,500.00

Summary of progress

Strategic Direction 1 focused on the two initiatives of Personalised Learning and High Impact Strategies for Learning which included both student and staff centered activities. These activities were generally iterative in nature, such as the PLAN2 data collection and Area of Focus goal setting. The activities were also incrementally building, such as the staff professional development sessions during regular staff meetings and Staff Development Days. The school also used flexible staff timetabling so that teaching staff could engage and complete microlearning provided by NESA and MyPL on the new K-2 English and Mathematics syllabus in line with the curriculum reforms.

Staff planning and expertise were key factors in the authentic and effective use of the Area of Focus goals in PLAN2 for Understanding Text and Numeracy. One barrier to school-wide consistency was that the numeracy focus on Quantifying Number was not always aligned to the scope and sequence in the classrooms. Two significant positives were that staff embedded their professional learning and collegial sharing into their numeracy and literacy pedagogy, and that students K-6 were able to articulate their learning goals, celebrate their successes and recognise that learning is ongoing. The authentic adoption of new practices to support the student Area of Focus learning goals are evidenced by the PLAN2 data collection and analysis, classroom displays and interviews of students. The evaluation of the numerous activities in Strategic Direction 1 provided some clear implications for the school and these include the continuation of prioritising whole-school professional learning to ensure that high impact strategies for learning are being offered and the regular and expert use of PLAN2 to drive effective teaching and learning cycles across the school.

Next steps:

To continue professional development in high impact strategies for learning to improve student outcomes. Strategies will be put in place to develop staff capacity in version 3 of PLAN2 to drive effective teaching and learning across the whole 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
System Negotiated Target - Top 2 bands in NAPLAN Reading The proportion of Year 3 and 5 students achieving in the top two bands (or above) increases by 6% from the	The NAPLAN scores showed a decreased percentage of students achieving in the top two skill bands for Reading. Due to the small size of the cohort, actual percentages cannot be reported.

baseline.	
<p>System Negotiated Target - Top 2 bands in NAPLAN</p> <p>Numeracy</p> <p>The proportion of Year 3 and 5 students achieving in the top two bands (or above) increases by 9% from the baseline.</p>	<p>The NAPLAN scores showed a an increased percentage of students achieving in the top two skill bands for Numeracy. Due to the small size of the cohort, actual percentages cannot be reported.</p>
<p>System Negotiated Target - Expected Growth</p> <p>Reading</p> <p>The proportion of students achieving expected growth in NAPLAN uplifts (increases) towards the upper bound system-negotiated target.</p>	<p>Due to the NAPLAN cancellation in 2020 during the COVID pandemic, SCOUT data for Expected Growth in Reading is unavailable.</p>
<p>System Negotiated Target - Expected Growth in NAPLAN</p> <p>Numeracy</p> <p>The proportion of students achieving expected growth in NAPLAN uplifts (increases) by 15% from 2021 school data.</p>	<p>Due to the NAPLAN cancellation in 2020 during the COVID pandemic, SCOUT data for Expected Growth in Numeracy is unavailable.</p>
<p>School Level Target</p> <p>At least 80% of students completing Kindergarten will have achieved within Level 4 of the Understanding Texts sub-element of the Literacy Progressions.</p> <p>At least 80% of students completing Year 2 will have achieved within Level 6 the Additive Strategies sub-element of the Numeracy Progressions.</p>	<p>A high proportion of Kindergarten students are working at Level 4 and have achieved one or more of the learning indicators within the Understanding Text sub-element of the Literacy Progressions.</p> <p>All students in Year 2 are working towards Level 6 and more than half have achieved one or more of the learning indicators in Level 5 within the Additive Strategies sub-element of the Numeracy Progressions.</p> <p>Due to the small size of the cohort, actual percentages cannot be reported.</p>
<p>School Excellence Framework</p> <p>School self-assessment shows a further uplift towards Sustaining and Growing in the themes of Transitions and Continuity of Learning (Learning Culture in the Learning Domain) and Feedback (Effective Classroom Practice in the Teaching Domain).</p>	<p>Self-assessment against the School Excellence framework shows the theme of Transitions and Continuity of Learning from the element Learning Culture from the Learning Domain has uplifted to Sustaining and Growing.</p> <p>Self-assessment against the School Excellence Framework in the theme of Feedback from the element Effective Classroom Practice from the Teaching Domain has uplifted to Sustaining and Growing.</p>

Strategic Direction 2: Innovative, collaborative staff

Purpose

In order to maximise learning outcomes and to build strong foundations for academic success for every student, all staff are committed to collaborating to identify, understand and implement the most effective, evidence-based teaching strategies. The school culture recognises and invests in leadership and developing staff capabilities which will improve the quality of student 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.

- High Impact Professional Learning (HIPL)
- Effective and Reflective Practices

Resources allocated to this strategic direction

Aboriginal background: \$2,000.00

Professional learning: \$8,162.00

QTSS release: \$10,113.00

Socio-economic background: \$29,068.00

AP Curriculum & Instruction: \$30,114.00

Summary of progress

Our 2022 focus for Strategic Direction 2 centered on the two initiatives High Impact Professional Learning (HIPL) and Effective and Reflective Practices. Both initiatives focussed on building staff capacity to implement evidence based teaching and learning strategies and effective use of data in classroom practice.

Professional learning is strategically planned, timetabled and linked to our SIP. Fortnightly staff meetings have a data sharing component, reflection and discussion on new syllabus documents and Curriculum Reform as well as a designated professional learning component. School-wide professional learning is focused on the use of student data to identify high impact strategies which meet student needs. These included upskilling in Reading (Close Reading), Numeracy (Multiplicative Strategies) and K-2 Curriculum Reform in English and mathematics. All teaching staff engaged in professional reading with the Literacy and Numeracy guides and Text Complexity.

The school has embedded systems to facilitate professional dialogue, collaboration and class observation. The school strategically used the Assistant Principal Curriculum Instruction (APC&I) and school timetabling to allow staff engagement with professional learning and PLAN2. On a weekly basis staff reflected on teaching practices and student outcomes. Staff met with the APC&I to co-plan, co-teach and co-reflect.

Teaching staff were supported by the Literacy and Numeracy leader to effectively differentiate teaching learning through the effective use of internal and external data. Staff interpreted, analysed and compared data, setting student learning goals using the Area of Focus (AoF) Tool in PLAN2. Data was monitored on five weekly cycles with staff updating student goals accordingly. Collegial meetings allowed for the reflection of teaching strategies with authentic assessment of what worked well and areas for improvement. Tiered intervention occurred across the school with LaST and COVID ILSP target groups. This enabled content to be differentiated to meet student zone of proximal development.

Next steps:

Review evidence based strategies as the Curriculum Reform K-2 sees changes to version 3 of PLAN2; and updates on Reading and Numeracy guides are released. Staff engagement with Curriculum Reform 3-6 syllabus as they are released.

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
School Level Target	Phonics

<p>Phonics</p> <p>By the end of Term 3 there will be an uplift (increase) by 20% of Year 1 students considered on track for their phonic knowledge using the Year 1 Phonics screening check.</p> <p>Numeracy</p> <p>There will be an uplift (increase) of 10% in the proportion of students completing Year 6 working at level 11 or above in the Quantifying Number sub-element of the Numeracy Progression.</p>	<p>PLAN 2 data indicates the percentage of students regularly utilising phonological knowledge has decreased. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p> <p>Numeracy</p> <p>Year 6 working at level 11 or above in Quantifying Number sub-element of the Numeracy Progression has increased. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>
<p>School Excellence Framework</p> <p>School self-assessment shows an uplift towards Sustaining and Growing in the theme of Improvement of Practice (Professional Standards in the Teaching Domain)</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme of Improvement of Practice in the element Professional Standards from the Teaching Domain.</p>

Strategic Direction 3: Connecting, succeeding and thriving

Purpose

To ensure that every student connects, succeeds, thrives and learns, there will be a planned approach to strengthen effective partnerships and develop a culture of high expectations that supports wellbeing, attendance, engagement and learning. Students are well supported holistically, becoming self-motivated learners, confident and creative individuals, with the personal resources for future success and wellbeing.

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.

- Wellbeing
- Partnerships for Engagement

Resources allocated to this strategic direction

Aboriginal background: \$15,368.00

Location: \$6,000.00

Socio-economic background: \$9,965.00

Low level adjustment for disability: \$32,684.00

Summary of progress

In 2022 the school had a continued focus on providing a safe, positive and caring environment with high expectations. We trialed PAX Good Behaviour Game as an evidence based strategy to support this. The school also reviewed and implemented streamlined Learning and Support team processes and practices and will continue to implement these adjustments and monitor our progress throughout 2023.

Whole school wellbeing processes were intentionally planned, developed and implemented to improve the personal, academic, physical and mental wellbeing of all students. Planning for wellbeing and provision for learning was informed by holistic information about student wellbeing and learning needs through a rigorous Learning and Support team approach. The school used a range of external agencies and resources to develop a planned approach of evidence-based strategies to foster the cognitive, physical, social, emotional and spiritual development of the students in our care and to build our communities understanding and awareness about the importance of wellbeing. Utilising the Royal Far West Outreach program, Dhalayi Doctors and PCYC had many ongoing benefits to students, their families and our school.

Partnerships with our families and communities continued to develop by utilising whole school Personalised Learning Plan (PLP) processes where families were encouraged to engage with their child's education. This allowed all key stakeholders to have input into aspirations and goals for our students (Students Taking Action and Responsibility - STARS) by creating the opportunity for students, parents and class teachers to discuss their 'Stronger Smarter Plan' which included: Talents / Strengths / Achievements, Support People and Goals for Home and School.

Attendance declined again in Semester 1 which is noted to be a state-wide trend. COVID-19 rules and guidelines continued to impact attendance rates throughout 2022. All school staff use school and network based attendance strategies to promote positive attendance.

Next steps:

Moving forward in 2023 PAX will be implemented across all classrooms as the school continues to build upon evidence based wellbeing strategies and initiatives for students. The school leadership team will access guided support in the area of attendance.

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
Wellbeing	A decreased percentage of the students in Years 4, 5 and 6 reported a

<p>The percentage of students in Years 4, 5 and 6 with a sense of belonging in the TTFM survey will show an uplift from 2021 school data.</p>	<p>strong sense of belonging in the Tell Them From Me Survey, however, school data continued to be above State.</p>
<p>Attendance</p> <p>At least 85% of students will be attending school at least 90% of the time.</p>	<p>The number of students attending greater than 90% of the time or more has decreased, however this figure was significantly affected by the COVID-19 guidelines for schools. Due to the small size of the cohort actual percentages cannot be reported.</p>
<p>School Excellence Framework</p> <p>2022 SEF SaS shows an uplift towards Sustaining and Growing in the themes of Caring for Students and A Planned Approach to Wellbeing (Wellbeing in the Learning Domain).</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Wellbeing for the themes of Caring for Students and A Planned Approach to Wellbeing from the Learning Domain.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$76,922.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Stuarts Point Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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 <p>The allocation of this funding has resulted in the following impact: The employment of three School Learning Support Officers to support individual identified students. This funding has been combined with other funding sources to support students.</p> <p>After evaluation, the next steps to support our students will be: To continue individualised, differentiated learning and social support for the identified students.</p>
<p>Socio-economic background</p> <p>\$89,717.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Stuarts Point Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • High Impact Strategies for Learning (HISL) • High Impact Professional Learning (HIPL) • Effective and Reflective Practices • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of additional staff for collegial reflective pedagogy practices • professional learning for staff in evidence based practices to support student learning <p>The allocation of this funding has resulted in the following impact: Increased staff confidence and knowledge of understanding in evidence based teaching and learning strategies. The APC&I supported staff to differentiate teaching practice to improve student outcomes. Teachers engaged in professional dialogue to build their capacity to plan, assess and benchmark students to inform and differentiate their teaching and learning programs School Learning Support Officers worked in small groups and with individual students for targeted literacy and numeracy instruction. Executive staff were released to drive the Implementation and Progress Monitoring of each Strategic Direction in the School Plan.</p> <p>After evaluation, the next steps to support our students will be: To continue Professional Learning which develops staff capacity and knowledge in evidence based teaching and learning practices. The APC&I position will continue in 2023 and will support the leadership team to drive differentiated teaching practice to support student learning. Executive release will continue in 2023 to allow time for all staff to drive school improvement.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Stuarts Point Public School. Funds under</p>

<p>\$26,868.00</p>	<p>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"> • High Impact Strategies for Learning (HISL) • High Impact Professional Learning (HIPL) • Wellbeing • Partnerships for Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for all students • staffing release to support the development and implementation of Personalised Learning Plans • staff released to attend local Connecting with Country Professional Learning <p>The allocation of this funding has resulted in the following impact: All students were supported to achieve their Personalised Learning Plan goals. At key intervals throughout the school year all stakeholder collaborated to identify and celebrate student successes. Stronger Smarter philosophies were implemented across the school whereby high expectations relationships were developed. A staff member attended professional learning on Connecting to Country. This staff member shared their knowledge and skills from the Professional Learning with the other staff. We engaged with the state and local AECG representatives to commence the initial planning stages of implementing local indigenous languages into our curriculum.</p> <p>After evaluation, the next steps to support our students will be: To continue supporting all students with personalised learning plans. Stronger Smarter philosophies will be embedded into every day practices. Teaching staff will continue to address cross curricular Aboriginal perspectives in their teaching and learning programs. Professional Learning which develops staff capacity and knowledge in evidence based teaching and learning practices will continue.</p>
<p>Low level adjustment for disability</p> <p>\$32,684.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Stuarts Point Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Partnerships for Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to drive Learning and Support within the school environment and collaborate with classroom teachers to build capacity in meeting the needs of identified students • 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: Learning and Support teachers working in partnership with classroom teachers, parents and students to improve the quality of teaching and learning opportunities for identified students. Tiered interventions were scaffolded for individual student needs. Teachers engaged in professional dialogue to build their capacity to plan, assess and benchmark students to inform and differentiate their teaching and learning programs.</p>

<p>Low level adjustment for disability</p> <p>\$32,684.00</p>	<p>After evaluation, the next steps to support our students will be: To continue and build upon the effectiveness of these individualised and differentiated learning opportunities for students involving all stakeholders. Continued professional learning and dialogue to develop staff capacity of evidence-based practices. To further expand the impact of the Learning and Support processes across the whole school context.</p>
<p>Location</p> <p>\$16,000.00</p>	<p>The location funding allocation is provided to Stuarts Point 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"> • Wellbeing • 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 • technology resources to increase student engagement • attendance initiatives to increase student attendance <p>The allocation of this funding has resulted in the following impact: Enhanced and equitable learning opportunities for all students. The purchase of technology and employment of a technology coordinator to support student learning. Interagency support for identified students. Whole school attendance strategies implemented and monitored.</p> <p>After evaluation, the next steps to support our students will be: Further upskilling of both staff and students in technology innovation to improve student engagement in learning. Note: 2023 will see the newly formed Digital Classroom Officer position implemented. Improve student attendance and engagement through whole school practices and continued interagency involvement.</p>
<p>Professional learning</p> <p>\$8,162.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Stuarts Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning (HIPL) <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging the APC&I to unpack evidence-based approaches to teaching close writing and multiplicative strategies. • lead professional learning opportunities to support Curriculum Reform <p>The allocation of this funding has resulted in the following impact: Teachers clearly articulate how their ongoing professional learning enables continuous school growth and is aligned to their Professional Development Plans (PDPs) and the school's Strategic Improvement Plan.</p> <p>After evaluation, the next steps to support our students will be: Continue to support teaching staff to develop in areas of learning most critical to their classroom practice, aligned with their identified professional development goals, and supported by evidence of learning.</p>
<p>Literacy and numeracy</p> <p>\$28,232.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Stuarts Point 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>

<p>Literacy and numeracy</p> <p>\$28,232.00</p>	<ul style="list-style-type: none"> • Personalised Learning • High Impact Strategies for Learning (HISL) <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional teacher to drive data analysis in literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Purchasing resources to support literacy and numeracy. Extra guided readers and on-line subscriptions were purchased to support literacy and numeracy which resulted in student growth. PLAN2 data was monitored in five weekly cycles and used to inform teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: Continued collection and monitoring of data to support student growth in literacy and numeracy. Resources will be purchased as required.</p>
<p>QTSS release</p> <p>\$10,113.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Stuarts Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning (HIPL) <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Additional Release from Face to Face (RFF) for classroom teachers. This enables executive staff to support classroom teachers with explicit, high quality professional learning to increase teaching and learning opportunities for students.</p> <p>After evaluation, the next steps to support our students will be: To continue providing mentoring opportunities for staff supporting collaboration, co-teaching and co-planning.</p>
<p>COVID ILSP</p> <p>\$44,053.00</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 provide targeted explicit instruction for student groups in literacy and numeracy • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: Small group tuition in literacy and numeracy for targeted cohorts of students. Student confidence in literacy and numeracy has increased and PLAN2 data shows growth.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>COVID ILSP</p> <p>\$44,053.00</p>	<p>COVID small group tuition for identified students in literacy and numeracy will continue in 2023 using the scaled-down model. PLAN2 and other data sources will be used to identify specific student need.</p>
<p>AP Curriculum & Instruction</p> <p>\$30,114.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Effective and Reflective Practices <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • employment of APC&I to support strong instructional leadership and professional learning <p>The allocation of this funding has resulted in the following impact: The employment of an APC&I supported literacy and numeracy growth school wide. Fortnightly professional learning opportunities were delivered to staff to support the new curriculum in English and mathematics. Working shoulder to shoulder with teaching staff informed future Professional Learning and point of need instruction in the classroom. The APC&I leads a whole school approach to student growth in reading and numeracy with a focus on improving student outcomes.</p> <p>After evaluation, the next steps to support our students will be: To continue coordinating professional learning for classroom teachers based on point of need. Monitor student outcomes and support the development of key initiatives and activities in the 2023 School Plan.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	22	23	24	17
Girls	35	36	34	36

Student attendance profile

School				
Year	2019	2020	2021	2022
K	86.6	86.8	83.1	67.9
1	89.0	88.4	85.5	78.3
2	92.1	85.9	86.8	81.3
3	91.5	83.6	85.2	73.9
4	77.9	86.7	78.5	78.1
5	94.8	79.6	82.3	85.3
6	92.2	88.1	86.1	76.7
All Years	89.9	86.2	83.9	77.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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)	0.2
Classroom Teacher(s)	2.48
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	705,455
Revenue	1,199,043
Appropriation	1,173,847
Sale of Goods and Services	9
Grants and contributions	19,060
Investment income	6,127
Expenses	-998,710
Employee related	-902,570
Operating expenses	-96,140
Surplus / deficit for the year	200,334
Closing Balance	905,789

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	76,922
Equity Total	149,369
Equity - Aboriginal	26,868
Equity - Socio-economic	89,717
Equity - Language	0
Equity - Disability	32,784
Base Total	732,886
Base - Per Capita	14,655
Base - Location	16,527
Base - Other	701,703
Other Total	81,661
Grand Total	1,040,838

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

Our school conducts biannual Tell Them From Me (TTFM) student surveys, and annual parent/caregiver and staff TTFM surveys. Student voice through our Student Parliament is an important part of our school culture. Parents and community members are also provided opportunities for feedback through regular scheduled Parents and Citizens (P&C) meetings. Feedback from these groups is used to assist in determining future directions.

Parent / caregiver satisfaction

Stuarts Point Public School (SPPS) utilises the Learning Bar 'Partners in Learning Parent Survey' which is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

This year we had one parent participate in the survey even though we advertised the survey link on numerous occasions. Therefore we are unable to report on 2022.

The results of parent surveys over the years represent a fluctuating percentage. We have ranged from 29 surveys completed in 2019 to 0 surveys completed in 2021. Pre-COVID-19 years we have invited our parent community in to access technology to complete the survey on-line, provided paper copies of the survey which we digitally upload the data or give incentives like afternoon tea packages. We have been unable to do that during 2020/21/22 due to COVID guidelines and we attribute this to the lack of on-line responses.

If we aggregate the data from the five years previous, using the radar chart 'Perspectives of Parents' we out-perform State norms in all areas.

Student satisfaction

The Tell Them From Me (Student Outcomes and School Climate) student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. Our report provides results based on data from 22 students in our school from Year 4-6 who completed the Snapshot 1 and Snapshot 11 in 2022. When looking at the data, there were shifts on previous data and we under-performed state norms in most areas.

- We out-performed State norms in positive teacher-student relations. Students feel their teachers are responsive to their needs and encourage independence with a democratic approach.
- 96% of students surveyed indicated that they value schooling outcomes while 65% indicated they have friends at school they can trust and who encourage them to make positive choices.
- We saw a decrease in positive homework behaviours at 43% which is inconsistent to our internal data on Home Play.
- We also saw a decrease in students with a positive sense of belonging. Only 65% of our students indicated they feel accepted and valued by their peers at school.
- 52% of students felt they were interested and motivated in their learning while 87% try hard to succeed.
- 35% of students were not confident of their skills and found English or Maths challenging. This would be an area to further examine.

Teacher satisfaction

The TTFM Focus on Learning Survey is a self-evaluation planning tool for school communities. When analysing the Eight Drivers of Student Learning we scored above NSW Govt norms in all areas. This data is comparable for most years we have undertaken the survey.

Our highest area was achieving an inclusive school culture at 8.6 overall. Staff felt they strive to understand the learning needs of students with special learning needs which scored at 9.3. Also scoring high was making an effort to include students with special learning needs in class.

Overall for Leadership our school placed at 8.5 when compared to 7.1 for State norms. Staff felt: School leaders have helped me improve my teaching and I work with school leaders to create a safe school environment, both at 8.9. School leaders have helped me create new learning opportunities for students, have provided guidance for monitoring student progress and have taken the time to observe my teaching, all scored at 8.6. An area to further examine would be leaders supporting staff to establish challenging and visible learning goals for students which decreased from 9.6 in our 2021 data to 7.9 this year.

Learning Culture and Teaching Strategies both performed at 8.5 overall which is 0.5 above the State norms. Staff feel that when they present a new concept that they try to link it to previously mastered skills and knowledge which scored 9.3.

Staff strongly agreed that leaders were leading improvement and change and clearly communicating the strategic vision for our school at 85% and 100%

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.