

2022 Annual Report

Bundeena Public School



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Introduction

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

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

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School vision

A shared culture of high expectations inspires academic excellence and wellbeing so every student maximises their potential

School context

Bundeena Public School is located in southern Sydney surrounded by the Royal National Park. The school is a focal point for the community and caters for students Kindergarten to Year 6. Bundeena Public School has 17 teaching staff with a student enrolment of 192. The school has strong community ties and is supported by a dedicated P&C. Our school motto 'Live for Life' encapsulates our belief in developing students to be safe, respectful and active learners. Students have high levels of access to technology, strong social networks, a range of leadership opportunities and a creative and practical arts program that is valued within the wider school community.

The whole school community, involving students, staff, and parents were consulted in a thorough situational analysis that identified three areas of focus for this Strategic Improvement Plan:

Student Growth and Attainment

To maintain student growth teachers will focus on explicit teaching, differentiated programs that cater to the learning needs of all students and using reliable assessment to inform teaching and learning. The leadership team will comprehensively analyse student progress and discuss results with the staff. All teachers will contribute to the data collection to ensure every student demonstrates growth. Formative assessment will be embedded in classroom practice so it is used expertly by teachers. Teachers will provide feedback in a timely manner so students have the opportunity to action and apply the feedback. Students will set personal goals and be provided with actionable steps so they can improve their learning and enhance their understanding and performance of a task. This whole school approach ensures the most effective evidence-based teaching methods to optimise progress for all students, across the full range of abilities.

Improving Teacher Practice through collaboration and feedback

There needs to be a data lift of 11% to reach our set numeracy targets. The school will embed explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of specific and timely feedback between teachers. This will drive ongoing, school-wide improvements in teaching practice and student results in numeracy. Teachers will actively evaluate, share and discuss learning from targeted professional development in numeracy with other staff to improve whole school practice.

Advocacy at School

Promotion of a whole school wellbeing program with clearly defined aims and objectives and quality teacher training will be implemented. All students will have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help them fulfill their potential. The wellbeing officer's role will be expanded to support and implement evidence based changes to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

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	Excelling
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

In order to maximise student learning outcomes in reading and numeracy we will use effective evidence-based teaching methods, confirming students learn what is taught.

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.

- Data Driven Practices to inform personalised learning

Resources allocated to this strategic direction

New Arrivals Program: \$11,500.00
Socio-economic background: \$8,373.42
Aboriginal background: \$5,010.36
English language proficiency: \$21,708.76
Low level adjustment for disability: \$88,638.60
Integration funding support: \$43,659.00
Literacy and numeracy: \$2,000.00
QTSS release: \$36,085.19
Literacy and numeracy intervention: \$48,266.82
Professional learning: \$11,391.00
Per capita: \$2,000.00

Summary of progress

Differentiation of curriculum delivery to meet the students at different levels of achievement, including adjustments to support learning or increase challenge through instructional leadership, professional learning in reading improvement and the implementation of the HPGE policy has led to growth in reading and numeracy results measured by a variety of internal and external assessments. Assessments are triangulated to promote consistent and comparable judgment to inform learning, monitor progress and identify skill gaps in 5 weekly cycles. The Assessment Schedule is regularly updated to include valid and reliable assessments. Improved collaboration between teachers assists in the identification of targeted students to work with LaST in small group reading, writing and numeracy programs. The instructional leader has facilitated a lesson study approach with stage 2 teachers to promote the explicit teaching of the components of reading. Focus on current research in reading K-6 has influenced literacy learning sessions and resourcing. The instructional leader has been an active participant in the Metropolitan South West and Port Hacking Networks *Leading Learning* professional development to share practice and build relationships with leaders from other schools. Reading programs to support our ATSI students have been implemented to assist in closing the gap. Trialing units of work that support the new English and mathematics syllabus, with the guidance of a curriculum advisor, has placed the stage 1 team in good stead to implement the mandatory K-2 syllabus in 2023. The High Potential and Gifted data base has been introduced and is reviewed each semester. When planning learning in the social-emotional domain- we will refer to the strategies and opportunities in the discussion paper "Introducing the social-emotional domain- a discussion paper for school leaders and teachers". Rethinking our schools' approach to student leadership opportunities will be fine-tuned and current talent development for students in the social-emotional domain will be evaluated with reference to current research.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system negotiated higher bound target of 62.3%	NAPLAN scores indicate a decrease in percentage of students in the top two skill bands for reading by 10%.
Percentage of students achieving	The proportion of Year 5 students achieving expected growth in NAPLAN

growth in NAPLAN reading increases to at least to 65%	reading was not captured as comparison data is not available.
<p>Sustaining and Growing in Data, Skills and Use</p> <p>Maintaining Sustaining and Growing in Effective Classroom Practice and Assessment</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Data Skills and Use.</p> <p>Self-assessment against the School Excellence Framework shows the school currently maintaining sustaining and growing in the element of effective Classroom Practice and Assessment.</p>
<ul style="list-style-type: none"> • At least 65% of students completing Kindergarten will have achieved within Level 4 of the Understanding Texts sub-element of the Literacy Progressions • At least 65% of students completing Year 1 will have achieved within Level 5 of the Understanding Texts sub-element of the Literacy Progressions • More than 60% of students in Years 3-4 will achieve level 7 of the Understanding texts sub-element of the Literacy Progressions • More than 60% of students in Years 5-6 will achieve level 9 of the Understanding texts sub-element of the Literacy Progressions 	<p>85% of Kindergarten students have achieved within Level 4 of the understanding texts sub-element of the Literacy Progressions.</p> <p>78% of Year 1 students have achieved within Level 5 of the understanding texts sub-element of the Literacy Progressions.</p> <p>72.5% of students in Years 3-4 achieved level 7 of the Understanding texts sub-element of the Literacy Progressions.</p> <p>78% of students of students in Years 5-6 achieved level 9 of the Understanding texts sub-element of the Literacy Progressions.</p>
The proportion of students achieving expected growth in NAPLAN numeracy increases by at least 10% from 2020 baseline data.	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy was not captured as comparison data was not available.
Percentage of students achieving top 2 bands in NAPLAN numeracy increases by 10% to the lower system negotiated target	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for numeracy by 4.5%.

Strategic Direction 2: Improving teacher practice through collaboration

Purpose

In order to improve teacher quality in numeracy we will engage in professional models of collaboration that increase teacher collective efficacy to improve student learning outcomes.

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.

- Improving Numeracy

Resources allocated to this strategic direction

Literacy and numeracy: \$1,834.74

Professional learning: \$3,000.00

School support allocation (principal support): \$13,945.00

Summary of progress

All teachers K-6 accessed the IfSR suite (interview for student Reasoning) to hear and see how students apply their mathematical understandings of number and place value, additive thinking and multiplicative thinking. The data was analysed to inform teaching and learning in mathematics for 5-week cycles. Stage 1 used this assessment with the support of a curriculum adviser to trial mathematics teaching and learning in preparedness for the new K-2 mathematics curriculum being introduced in 2023. In 2023 the IfSR will be used to assist teachers tailor their teaching more specifically to student's needs and IfSR assessments will be scheduled to coincide with 5 weekly planning meetings. These assessments will also be used to assist stage 2 and 3 students set their personal goals and monitor progress using the Learning Progressions V3. This will be done electronically in 2023 using the Goal Hub App. The APC&I will work shoulder/shoulder with staff to analyse data and select appropriate interventions. Learning Intention and Success criteria (LISC) will focus on numeracy lessons and there will be 1:1 planning time with supervisors to ensure these practices are embedded and evident through teaching and learning programs. Timetabling will support observations, coaching and mentoring and collection of data on LISC processes. Stage teams will co construct LISC criteria, exemplars and rubrics. After trialing instructional rounds, all staff will take part in professional learning in 2023 before taking part in observations. Teachers will design a set of protocols to compliment the process. Alignment of instructional rounds will support our improvement of mathematics. Time will be allocated prior to observing classes so teachers can have a common understanding of effective practices. After professional learning on the Rosenshein's principles of instructions and Anita Chin's 5-part lesson structure, a maths team was formed to support staff to improve programing, explicit teaching and assessing in mathematics. Anita Chin will provide whole staff professional learning in 2023 whilst co designing scope and sequences that accommodate our school's complexities.

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
Teachers observe the lessons of other teachers to develop a better understanding of what works and what can be adopted in numeracy	Through observation 30% of staff have actively collaborated with practitioners from other schools to reflect and improve upon teaching practice.
Assessments are used regularly within stage teams to monitor learning, identify gaps/areas for extension and determine learning sprint focus in numeracy	Document analysis of numeracy learning programs include evidence of adjustments every 5 weeks to accommodate individual student needs.
Working towards Sustaining and Growing in Collaborative Practice and Feedback, and Professional learning from SEFV2	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of Collaborative Practice and Feedback and Professional Learning.

The proportion of students in years 4 and 6 achieving correct responses in the learning area measurement increases 8% from 2020 Check-in Assessment baseline data.

The proportion of students in years 4 and 6 achieving correct responses in the learning area measurement has increased by 15.6% from 2020 Check-in Assessment baseline data.

Strategic Direction 3: Advocacy at School

Purpose

In order to increase advocacy across the whole school we will select and develop strategies to proactively teach healthy coping strategies, resilience and self regulation to ensure optimum conditions for learning characterised by supportive relationships and regular contact with each student.

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.

- Every student is known, valued and cared for

Resources allocated to this strategic direction

Location: \$23,981.69

Summary of progress

PAX Good Behaviour Game has been implemented K-6 as the preferred classroom behaviour management system. This system compliments the PBL expectation for outside areas of the school. Data indicates improved classroom on-task behaviour in all classes K-6. PAX Partner training has been completed by the wellbeing officer and has assisted in improving teacher engagement with the PAXGBG strategies thus increasing the number of times the PAXGBG is played during the day. The staff have developed a set of PAX Must Do-Could Do expectations that will be adhered to in 2023. As indicated from TTFM semester 2 students survey results Year 5 boys were showing early signs of disengagement below NSW Govt Norms for positive relationships. The wellbeing officer role will be reduced in 2023 to 1 day per week and the focus will be on resilience programs and individual referrals. The wellbeing officer will remain an integral member of the learning and support team and apply the Care Continuum to assess the needs of referred students.

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
A minimum of 87.5% of students report positive Wellbeing	79% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) indicating progress is yet to be seen towards this school-based measure.
Targeted students maintain their growth in specified sub-elements of the Social and Capability and learning continuum.	100% of students have maintained their growth in the specified sub-elements of the Social and Capability learning continuum.
Increase the attendance rate to above the lower bound system negotiated target	The number of students attending greater than 90% of the time or more has decreased by 36.75%. This is due to COVID-19 related illness.
Sustaining and growing in the elements Learning Culture and Wellbeing.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of Learning Culture and Wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$43,659.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bundeena 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"> • Data Driven Practices to inform personalised learning <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 • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.</p> <p>After evaluation, the next steps to support our students will be: continued targeted intervention strategies in literacy and numeracy.</p>
<p>Socio-economic background</p> <p>\$8,373.42</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bundeena 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"> • Data Driven Practices to inform personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support MiniLit, Literacy Pro and Macqlit program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: A commitment within the school community that all students make learning progress.</p> <p>After evaluation, the next steps to support our students will be: targeted intervention in literacy and numeracy strategies.</p>
<p>Aboriginal background</p> <p>\$5,010.36</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bundeena Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices to inform personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff (LST) to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans

<p>Aboriginal background</p> <p>\$5,010.36</p>	<p>The allocation of this funding has resulted in the following impact: Teachers having a greater understanding of and inclusion of Aboriginal perspectives in a range of teaching and learning programs. Partnerships with parents and students support clear improvement aims and planning for learning.</p> <p>After evaluation, the next steps to support our students will be: targeted strategies in literacy and numeracy.</p>
<p>English language proficiency</p> <p>\$21,708.76</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bundeena 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"> • Data Driven Practices to inform personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Teachers collaborate to share curriculum knowledge, data and feedback about student progress and achievement to inform the development of evidence based programs and lessons that meet the needs of EaLD students.</p> <p>After evaluation, the next steps to support our students will be: targeted strategies in literacy and numeracy.</p>
<p>Low level adjustment for disability</p> <p>\$88,638.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Bundeena 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"> • Data Driven Practices to inform personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • 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: Accommodations for learning and adjustments are made to suit student needs as they arise. Specialist teachers use evidence-based teaching methods to optimise learning for students not reaching grade/stage benchmarks. The school analyses summative assessment data to identify learning progress of all students and then target students needing support.</p> <p>After evaluation, the next steps to support our students will be: specialist teachers use evidence based teaching programs to continue targeted literacy and numeracy interventions.</p>
<p>Location</p> <p>\$23,981.69</p>	<p>The location funding allocation is provided to Bundeena 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"> • Every student is known, valued and cared for

<p>Location</p> <p>\$23,981.69</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Every student can identify and has access to the wellbeing officer who can provide advice and assistance. Effective partnerships in learning with parents and students have allowed students to deliver their best and continually improve. A school wide approach to effective classroom management, providing support to teachers where needed, ensuring optimum learning.</p> <p>After evaluation, the next steps to support our students will be: PAX GBG will be consolidated K-6. Wellbeing officer will implement resilience programs. The Care Continuum will be introduced to support the implementation of the School Behaviour Support and Management Plan.</p>
<p>Professional learning</p> <p>\$14,391.00</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 Bundeena 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"> • Data Driven Practices to inform personalised learning • Improving Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to numeracy and analyse data <p>The allocation of this funding has resulted in the following impact: improved teacher knowledge and skill in data analysis</p> <p>After evaluation, the next steps to support our students will be: The IfSR will be used to assist teachers in tailoring their teaching more specifically to student's needs. IfSR assessments will be scheduled to coincide with 5 weekly planning meetings. These assessments will be used to assist stage 2 and 3 students to set their personal goals and monitor progress using the learning progressions. The APC&I will work shoulder/shoulder with staff to analyse data and select appropriate interventions.</p>
<p>Literacy and numeracy</p> <p>\$3,834.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bundeena 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"> • Data Driven Practices to inform personalised learning • Improving Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • updating and repurposing reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: Parents are presented with clear information on what and how well their children are learning and receive regular information about how to support their child's progress.</p>

<p>Literacy and numeracy</p> <p>\$3,834.74</p>	<p>After evaluation, the next steps to support our students will be: early diagnoses and intervention of reading difficulties.</p>
<p>QTSS release</p> <p>\$36,085.19</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bundeena 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"> • Data Driven Practices to inform personalised learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: The leadership team develops processes to collaboratively review teaching practices to affirm quality and continuously monitor improvement.</p> <p>After evaluation, the next steps to support our students will be: implementation of Instructional Rounds to identify problems of practice K-6</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 Bundeena 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"> • Data Driven Practices to inform personalised learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: IL assisting teachers to implement data collection every 5 weeks and develop and teach lessons with components of reading. Teachers evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.</p> <p>After evaluation, the next steps to support our students will be: K-2 teachers will implement and 3-6 will engage with the English and mathematics syllabuses in 2023.</p>
<p>COVID ILSP</p> <p>\$37,477.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and

<p>COVID ILSP</p> <p>\$37,477.00</p>	<p>numeracy</p> <p>The allocation of this funding has resulted in the following impact: Teaching and learning programs for small groups describe expected student progression in knowledge, understanding and skill and the assessments to measure them. Teachers use reliable assessment to capture information about student learning. Teachers are skilled at explicit teaching techniques to identify students' learning needs and use a range of explicit teaching strategies to explain and break down knowledge.</p> <p>After evaluation, the next steps to support our students will be: intervention for those not achieving benchmarks measured by internal and external data in literacy and numeracy. APC&I will be working shoulder/shoulder with teachers to provide explicit teaching strategies and techniques to improve student learning outcomes.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	92	92	95	101
Girls	101	96	95	88

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.7	95.4	94.9	88.7
1	96.1	95.5	92.3	87.3
2	93.7	94.5	95.3	86.5
3	94.1	94.5	91.5	89.5
4	94.2	94.5	93.7	87.0
5	93.5	93.2	90.5	85.8
6	93.1	94.2	91.4	88.3
All Years	94.4	94.6	92.9	87.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.95
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*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	105,289
Revenue	2,171,201
Appropriation	2,061,020
Sale of Goods and Services	1,571
Grants and contributions	107,528
Investment income	1,082
Expenses	-2,155,500
Employee related	-1,859,899
Operating expenses	-295,600
Surplus / deficit for the year	15,701
Closing Balance	120,990

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	45,852
Equity Total	123,732
Equity - Aboriginal	5,010
Equity - Socio-economic	8,373
Equity - Language	21,709
Equity - Disability	88,639
Base Total	1,631,084
Base - Per Capita	48,009
Base - Location	23,982
Base - Other	1,559,094
Other Total	128,262
Grand Total	1,928,931

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

The student survey was completed by students in Years 4, 5 and 6. Seventy-five students completed the survey in March and 63 students in September. The survey was based on the most recent research on student engagement (including social, institutional and intellectual engagement). From surveys completed in March to December there has been an 8% growth in Sense of Belonging, 18% growth in participation in sports and extra curriculum activities and 7% growth in homework behaviour. There has been a 10% decrease in identified bullying and 71% of students can identify an adult where they can receive help or support. Students displaying institutional engagement are above NSW Govt norms regarding positive behaviour at school. Students report lower than NSW Govt norms in intellectual engagement in the areas of motivation, interest, and quality instruction. 30% of Year 5 students are displaying signs of disengagement. Focus in 2023 on resilience programs and resolving conflicts in constructive ways for stage 3 students.

8 staff members completed the teacher satisfaction TTFM survey in September 2022. Most staff are fulltime permanent and have been teaching for 16 years or more. Staff felt leadership provided guidance for monitoring student progress and creating new learning opportunities. 88% of staff report school executive staff lead improvement and change and communicate the strategic vision. Collaboration, positive leadership attributes, teachers using data to inform practice has shown growth from 2021 data. All teachers agree that school facilities are well maintained. All 8 Drivers of student learning are above NSW Govt Norm, except Technology. In 2023 Stages 2 and 3 will use the program Goal Hub to enhance the use of technology to set goals and track progress for new learning to address this area of concern in the Technology domain.

38 respondents completed the Parent Survey between 08 Sep 2022 and 21 Oct 2022. Most parents feel welcomed when they visited Bundeena Public and report progress for their child was written in terms they understood. Parents felt information about their child's social emotional development was lacking. Most parents felt the time spent on homework was adequate. The homework policy is due for review in 2023. Parents feel their children are safe at school and behaviour issues are dealt with in a timely manner. Parents feel the most useful types of communication when discussing student progress are formal interviews and telephone conversations. Parents prefer newsletters and emails for finding out news about the school. All parents surveyed felt the physical environment is welcoming. 95% of parents chose Bundeena Public School as their first-choice school.

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.