

2022 Annual Report

Marks Point Public School



3898

Introduction

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

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

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School vision

At Marks Point Public School, we strive for excellence in an inclusive environment where every student maximises their potential through quality teaching and learning. Students, staff, families and community members work together as partners in learning to create a positive environment where every student is known, valued and cared for.

School context

Marks Point Public School is situated on Awabakal land on the eastern shore of Lake Macquarie and has a current enrolment of 142 students. Marks Point Public School services a wide variety of students and community members from a mixed socio-economic background with a Family Occupation and Education Index (FOEI) of 127.

29% of our students identify as Aboriginal and 39% of students have a personalised plan or adjustments to cater for individual needs. The majority of the school's equity funding is used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. A small portion of funds is used to support other activities.

Extra-curricular opportunities in sport, Science and Technology and Creative and Performing Arts, enable our students to excel through a range of experiences. Our school has a combination of experienced and early career teachers. The school values its community and is focused on maintaining and building strong partnerships with students, staff, parents and community members.

The school community, including; students, staff and families are consulted, as well as links to our local AECG (Aboriginal Education Consultative Group) to inform planning. Through 'Walking Together and Working Together' we will celebrate the successes of our students.

The school is committed to continually improving effective classroom practices, with staff professional learning being the key to ensuring this. This will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use, which underpins our belief in individualised and differentiated learning for all.

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

Strategic Direction 1: Student growth and attainment

Purpose

We will maximise student learning outcomes in Reading and Numeracy by building strong foundations for academic success through data informed teaching and personalised 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.

- Data informed teaching
- Personalised learning

Resources allocated to this strategic direction

Professional learning: \$10,853.00

Socio-economic background: \$61,589.04

Per capita: \$1,696.64

English language proficiency: \$2,400.00

Low level adjustment for disability: \$83,795.00

Literacy and numeracy: \$54,109.62

Integration funding support: \$154,207.00

Summary of progress

COLLABORATION DAYS (STUDENT FOCUS)

Staff engaged in K-2 or 3-6 'Collaboration Days' twice a term to review and interpret data to drive teaching and learning and utilising this knowledge to determine literacy and numeracy groups and focus areas for student improvement. Set agendas were established for both collaboration days. Morning session - teachers analysed data to establish which students required intervention, extension and class learning sprints were determined. Middle session - professional learning for team or individual teachers presented, with a connection to individual PDP goals, whole school initiative or individual student support strategies. This increased teacher capacity in the analysis of student data, establishing whole school understanding of how data is used to determine student growth in all areas. This was made possible by the Assistant Principal, Curriculum and Instruction (APCI) and Assistant Principal (AP) explicitly unpacking how analysis of data can be used to drive student growth. Successful professional learning was delivered and this was evidenced by an increase in student individual and class data sets. We have planned for the development of student learning sprints. Due to time constraints we were unable to complete this process to the high standard originally established, and therefore teachers were unable to effectively embed these into their daily practice. Teachers have established that student data is driving aspects of their teaching by openly discussing which data is used and the impact on student learning in all forums throughout the school, staff meetings, parent/teacher interviews and Personal Development Plan meetings. Student goals are directly related to their individual reading and numeracy data. Changes have occurred throughout the school context and implemented by classroom teachers, Learning and Support teachers (LaSTs), COVID Intensive Learning Support Program (ILSP) and School Learning and Support Officers (SLSOs). This is evidenced by staff actively sourcing data to drive their practice.

SCHOOL LEARNING SUPPORT OFFICERS

School Learning and Support Officers (SLSOs) were employed to implement individualised plans for learning, behaviour and engagement, to implement specific literacy programs and provide IT assistance. There was a need to develop the capacity of School Learning and Support Officers (SLSOs) as positive members of the school learning community. This process began with the development of PDP goals with supervisor, to develop SMART goals directly linked to their needs. SLSOs worked closely with a variety of students to support them academically and behaviourally, in the classroom and playground. They also implemented the MiniLit and MultiLit programs to students with identified areas for development. Professional Learning for SLSO's needs to be a focus for the coming year and an establishment of an SLSO community for them to further develop their capacity. The positive changes recognised with our SLSOs is their overall self-confidence in attempting tasks that previously they would have seen as difficult and outside of their areas of responsibility. This further establishes themselves as valuable members of our learning community.

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 proportion of students in Year 3 and Year 5 achieving in the top 2 bands in NAPLAN Reading by 7.1%.	2022 NAPLAN data places 50% of students in the top two skill bands for reading, indicating the school exceeded this system negotiated target.
Increase the proportion of students in Year 3 and Year 5 achieving in the top 2 bands in NAPLAN Numeracy by 6.5%	2022 NAPLAN data indicates 17.6% of students are in the top two skill bands for numeracy, indicating the school did not achieve this system negotiated target.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN Reading by 8.6%.	Student achievement data is unavailable for this progress measure in 2022, with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN Numeracy by 10.3%.	Student achievement data is unavailable for this progress measure in 2022, with an absence of comparison data from the 2020 cancellation of NAPLAN.
School self-assessment in the School Excellence Framework (SEF) element of 'Data skills and use' indicates improvement above <i>Delivering</i> towards <i>Sustaining and Growing</i> .	Self-assessment against the School Excellence Framework shows the school currently performing at <i>Delivering</i> in the element of 'Data Skills and Use'.
School self-assessment in the School Excellence Framework (SEF) theme of 'Differentiation' indicates improvement above <i>Delivering</i> towards <i>Sustaining and Growing</i> .	Self-assessment against the School Excellence framework shows the theme of 'Differentiation' to be <i>Delivering</i> .

Strategic Direction 2: Quality Practice

Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff are collaborating effectively to embed evidence-based explicit teaching practice into their pedagogy.

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.

- Collaborative practice and feedback
- Explicit teaching

Resources allocated to this strategic direction

Socio-economic background: \$3,300.00

QTSS release: \$29,419.78

School support allocation (principal support): \$16,549.00

AP Curriculum & Instruction: \$180,685.20

Beginning teacher support: \$15,217.00

Summary of progress

LEED PROJECT

Executive staff engaged in our final year of the LEED project, which focussed on 'Explicit Teaching and Effective Feedback', to deepen understanding of evaluative practices using the 'Reflect and Reset' scaffold and critically reflect on improvement practices through an exploration of process quality outcomes. LEED project co-ordinators attended the school to engage in a deep dive of data and processes to unpack what is working well and areas for development. Due to change in leadership and executive team, it was challenging to continue the project and identify the direction of the school LEED project, therefore a new focus was identified for 2022. Executive staff attended all online LEED meetings, and two additional project days were organised for the team with the LEED coordinator. This enabled the new team to deeper understand the LEED project and identify a 2022 focus. Data analysis was a 2022 focus and the executive team spent time analysing NAPLAN and Check-in data. Due to the change in leadership and executive team, the LEED project was not unpacked with staff and remained an executive task. Data analysis was conducted at an executive level and shared with staff, however a future focus would be to analyse data together with staff. The executive team unpacked and analysed data through a variety of evaluation tools (structured observation, document analysis and student focus groups). Professional learning exit slips were implemented as part of teaching sprints. As our 2020 executive staff were only present towards the end of this project, we were unable to embed changes connected to this project.

ASSISTANT PRINCIPAL CURRICULUM AND INSTRUCTION

Employment of an Assistant Principal, Curriculum and Instruction position, dedicated to ensuring literacy and numeracy knowledge and skills are embedded in curriculum and assessment; high quality teaching practices are enhanced and the capabilities of middle leaders are strengthened in literacy and numeracy instruction. The APCI worked shoulder to shoulder with staff to model explicit teaching strategies and team teach. Originally, we made a weekly plan/timetable to work with each teacher on weekly basis. Teachers and the APCI found this weekly timetable ineffective, as it did not allow the APCI to work side by side with teachers to deeply unpack a class or teacher goal/focus. The weekly timetable was often interrupted by school events and external training/courses. Therefore, it was decided to work with teachers on an identified area of need and support teachers in classrooms, based on teacher feedback, class data and student needs. This change enabled the APCI to differentiate support to individual teachers and to focus on set goals and targets. The APCI set up a mentoring program for a beginning teacher and met with this teacher consistently on a weekly basis. They worked collaboratively on a different focus each term and the APCI worked in the classroom 2-3 times per week, working side by side, mentoring, team teaching, conducting demonstration lessons and supporting with resource collection and allocation. The APCI also worked side by side with a Stage 3 teacher (2 times per week), implementing and developing a writing program. This involved researching, planning and implementing evidence-based practices to meet student needs. Whilst the APCI worked with each teacher in some way, unfortunately the APCI did not spend the same amount of time working with each teacher. Timetabling and teachers' acceptance and/or willingness to work with the APCI resulted in some teachers receiving minimal or sporadic APCI support. The Assistant Principal, Curriculum and Instruction provided guidance and high impact professional learning to enhance teacher growth and development in literacy and numeracy. They worked alongside teachers, co-planning and co-teaching in a continuous improvement process which seeks to uplift teaching skills and improve student outcomes. The APCI provided support for teachers and delivered High Impact Professional Learning (HIPL) in literacy and numeracy. Teachers who worked alongside the APCI

reported that this co-planning and co-teaching model had positive impact on their knowledge and teaching practice. Student data related to the focus areas showed an increase in student engagement and achievement. Indirectly, there was an APCI teacher/class focus on literacy. External and internal school data showed that numeracy achievement was declining, and numeracy needs to be the next focus area.

TRAUMA INFORMED PRACTICE

Staff participated in Trauma-Informed Practice (TIP) professional learning to develop an understanding of childhood trauma and its impacts on student learning and wellbeing so they could better meet students' needs so students can reach their full potential. Staff were offered professional learning to develop their understanding and capacity to support students with a trauma background. The professional learning covered; What is trauma? How prevalent is developmental trauma among children in NSW? How can teachers and school staff recognise behaviours related to trauma? What is trauma-informed practice? What strategies can schools, and teachers use to support students impacted by trauma? How can schools care for staff who are supporting students impacted by trauma? Professional learning was delivered over two Staff Development Days (SDDs), but it may have been beneficial for staff to revisit trauma-informed practice throughout weekly professional learning sessions, so staff could share and discuss strategies to support students impacted by trauma. From this professional learning, staff were better supported to build positive relationships with students by being consistent, predictable, nurturing, warm, empathetic, genuine and fostering a sense of belonging, which built and maintained strong and trusting relationships. When students displayed negative behaviours, teachers considered why the behaviour might be occurring and what the student might need. Staff are more aware of the strategies to use when dealing with students or community members who have been subjected to the various types of trauma. Staff are also discussing the strategies and are more aware of how to assist a student or community member who displays the behaviours consistent with trauma. A positive impact that has occurred from embedding this professional learning and strategies, is that 2 neighbouring schools also completed the training with us, therefore ensuring consistency in practice throughout our schools.

PERSONALISED LEARNING PATHWAYS (PLPs)

Learning and Support Teachers (LaSTs) released teachers 1 afternoon session a fortnight, so they could work with students and parents/carers to reflect upon and update Personalised Learning Pathway (PLP) goals and celebrate success of achievement. PLP processes were revised at the beginning of 2022 and all Aboriginal students, alongside their parents/carers and teachers, created their goals for the year. This was completed during the additional 1 afternoon session a fortnight. Our Aboriginal Education funding allowed this to be possible. The expectations of this time to support PLP processes were discussed and all teachers were aware of what was to be achieved during the extra time allocated to them, to drive improvement of Aboriginal students. An audit of the students PLPs towards the end of the year indicated that not all PLPs were being updated regularly. PLPs which were regularly reviewed developed authentic connections between the students PLP goals and the community, as well as the establishment of learning opportunities all students to achieve their goals during the yearly cycle. Self-esteem and desire to attend school of all Aboriginal students was evident as they achieved their own personalised learning goals. Due to teachers being unable to complete the process put into place in 2022, we have decided to use the funding to re-establish our PLP breakfast sessions, inviting community onsite for breakfast to work on their child's PLP goals.

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 proportion of teachers surveyed from the <i>What Works Best</i> self-reflection tool about 'Collaboration' at 23%.	80% of staff surveyed rated themselves at 4 or higher for 'Collaboration'.
Increase the proportion of teachers surveyed from the <i>What Works Best</i> self-reflection tool about 'Explicit teaching' at 35%	64% of staff surveyed rated themselves at 4 or higher for 'Explicit Teaching'.
School self-assessment of the School Excellence Framework (SEF) theme of 'Collaborative practice and feedback' indicates improvement above <i>Delivering</i> towards <i>Sustaining and Growing</i> .	Self-assessment against the School Excellence Framework shows the element of 'Collaborative Practice and Feedback' to be Delivering.
School self-assessment of the School	Self-assessment against the School Excellence Framework shows the

Excellence Framework (SEF) theme of 'Explicit teaching' indicates improvement above *Delivering* towards *Sustaining and Growing*.

element of 'Explicit Teaching' to be Delivering.

Strategic Direction 3: Connection and engagement

Purpose

Effective systems and processes are implemented to improve and support students, staff and the school community's connection and engagement with Marks Point Public School.

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.

- A planned approach to wellbeing
- Community engagement

Resources allocated to this strategic direction

Socio-economic background: \$2,000.00

Aboriginal background: \$30,000.00

Summary of progress

POSITIVE BEHAVIOUR FOR LEARNING

Staff worked together to review and implement Positive Behaviour for Learning (PBL) processes. Weekly 'Milkshake Monday' events were implemented for one student in each class who achieved the status of 'Legendary Learner' the previous week. Each class was provided a 'Findon' letterbox, where they placed the Findons they received for following and demonstrating our school expectations. During each fortnightly assembly, one student was drawn from each letterbox, with the chosen students selecting a prize from the PBL prize box. All remaining Findons were then placed into the whole school reward Findon box, where they all contributed and participated in 2 whole school reward days; movie day with popcorn and poppers and a choose your own activity day, where students could choose their own activities for one session during the day. We did not originally plan to make changes to PBL whole school rewards, but determined a need to implement a location for Findons to be placed in classrooms (letterboxes), rather than the Findon box in the office, as well as the visualisation of students working together to achieve a whole school reward. The new processes were explained in depth to students at an assembly, as well as communicated to parents/carers in the newsletter, so all stakeholders were aware of the new processes and parents/carers could discuss this with their children at home. Students also made suggestions for whole school rewards and these were voted on to determine the selection and order, ensuring student voice is evident. The Findons box, which we are using to place all the Findons after each draw and to reach a whole school reward, is quite large and so the visualisation of the Findons being placed in the box, and the level of the Findons getting higher is not as noticeable. With the implementation of these new processes, we were hoping students would be receiving Findons more frequently when they were 'caught' demonstrating our school values and PBL focus behaviours, promoting positive behaviour. We also wanted to see more casual teachers and SASS staff handing out Findons, so we added information (as well as Findons) to casual folders and encouraged SASS staff to hand out Findons as well. We are seeing an increase in the amount of Findons in the letterboxes at the fortnightly assemblies and feel this is indicative of students being acknowledged more for engaging in positive behaviour, as well as students working together to reach their next whole school reward. The size of the Findon box is quite large and so we have needed to modify the level of next whole school rewards to ensure students are achieving success. Also, the hole in the top is quite narrow and difficult to fit the growing number of Findons.

ABORIGINAL CONSULTANT AND EDUCATOR (ACE)

We joined with the Galgabba Community of Schools, to employ an Aboriginal Consultant and Educator (ACE) who provided assistance to schools, including Aboriginal students and their families, to support improved learning, attendance and wellbeing outcomes for Aboriginal students. This included; supporting Aboriginal students and their families in the transition from Preschool to Kindergarten and Year 6 into Year 7, assisted in the coordination and organisation of opening of our Yarning Circle, delivered professional learning in the development and implementation of Personalised Learning Plans (PLPs) for Aboriginal students and facilitated Aboriginal students and their families to access external agencies and support opportunities. We needed to be flexible when other schools in the Galgabba CoS needed the ACE to attend meetings and support students and their families and needed to ensure we communicated well with other schools if we required them for a meeting at our school. The Galgabba Principal's developed an ACE role statement to ensure they had guidance in the role, and expectations for success. The flexibility between schools was essential for the project to run well. When the project first started, contact was made with each Aboriginal family to introduce the ACE and explain the role they had in the school. This facilitated connections and a contact for students and families needing support. The ACE also provided a person staff could approach to ask questions about supporting Aboriginal students and processes relating to Aboriginal Education, including the development and achievement of PLP goals. We were

hoping to work together to develop a PLP template all schools could implement to ensure consistency and support for Year 6 to 7 transition. Unfortunately, the schools utilise different platforms to develop and store PLPs and this made the initiative unachievable. We did determine a need to facilitate some consistency for an amalgamation of documents for Year 6 students, or the use of the High School's template when reviewing PLPs in Semester 2 to support their transition processes. The employment of an Aboriginal Consultant and Educator was implemented to support schools across the Galgabba CoS to ensure schools are connecting with and supporting students and their families, as well as processes are adhering to Department of Education NSW policy and expectations. Aboriginal programs within the school are being facilitated and developed in a culturally safe manner and connections to local elders, AECG, land council and support agencies has been facilitated through the Aboriginal Consultant and Educator. Staff are comfortable approaching the ACE to ask questions relating to their own practice, as well as support for Aboriginal students and their families. As a Community of Schools, we determined a need to try and communicate more regularly in regards to the tasks being completed by the ACE, as they have been completing a variety of projects for different schools and this was impacting on the effectiveness of the projects and their capacity to complete different tasks for different settings. The ACE has already started planning and organisation for a combined Galgabba CoS NAIDOC event for 2023, which will be a wonderful opportunity for our communities to come together.

SCHOOL ADMINISTRATIVE OFFICER (SAO)

Additional funding was allocated towards funding a School Administrative Officer (SAO) to maintain connections to our community through social media, support wellbeing for students and their families, as well as oversee attendance patterns, and connecting with parents/carers when students were away from school. A change in student numbers resulted in a decrease in SAO allocation, so the school committed additional funding to cover the original planned days. After a review, it was determined that there were too many platforms for parents/carers and community members and the decision was made to only utilise Facebook and Class Dojo to streamline processes. During the year, we also moved to an online version of the newsletter to make the process of creating the newsletter less time-consuming, as well as to improve the user experience, with attachments being available. The connection made with students and their families, as well as community members, was strengthened through regular communication and individualised contact to follow up on questions raised and ensure students and their families were supported. We need to determine a timeline for regular/annual social media posts and allocate expectations to staff who coordinate an activity, to ensure we are consistently sharing success with our community. Connections with our community have strengthened and students, parents/carers and community members have a strong connection with the school.

YARNING CIRCLE

The school worked closely with our community, including the Aboriginal Education Consultative Group (AECG) to design and create a yarning circle for students, staff and community to use to connect and learn. This culminated in a wonderful opening ceremony, which was attended by a significant amount of local Aboriginal elders, Aboriginal dancers from a local school, dignitaries, family members and community members. The original Yarning Circle was to be constructed and presented in 2021, but due to COVID we had to postpone it. The first design of the Yarning circle had 4 different areas connected to the land, but after meeting with the Aboriginal education team, we were worried about the safety and upkeep of the original design. We then changed the material to be more student friendly, safe and to use material which would be long-lasting. The original plan also included a fireplace in the middle, which will be built in the future. We consulted with the Aboriginal education team, school community and AECG. The opening ceremony of our Yarning Circle involved all of the school, neighbouring schools and Preschool and significant local Aboriginal elders also attended and spoke. The Yarning circle is also present on Storylines, which we are extremely proud of. Classes are using this space as an educational opportunity, they are actively using the story poles within their literacy sessions and our local Preschool have used it as part of their transition to Kindergarten. Our Yarning Circle has changed the context of our school, allowing students to authentically connect with our land and walk in the pathways of the generations of people before us.

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
An increase of 7% of students attending school > 90% of the time compared to baseline data.	The number of students attending greater than 90% of the time or more has decreased from 67.7% to 39.0%.
An increase of 2% compared to the baseline data from the TTFM Wellbeing survey (for sense of belonging,	Student 'Tell Them From Me' data shows 90.91% Advocacy at School, 58.14% Sense of Belonging and 100% Expectations of Success.

expectations for success, student advocacy).	
An increase of 5% compared to the baseline data from the Family and Community Satisfaction survey.	Due to change of leadership, the survey was not undertaken in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$154,207.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Marks 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"> • 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 • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Individualised support for identified students in their area of need, both in the classroom and playground.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Additional staffing to assist students with high-level and additional learning needs
<p>Socio-economic background</p> <p>\$66,889.04</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Marks 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"> • Data informed teaching • Personalised learning • Collaborative practice and feedback • A planned approach to wellbeing <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 program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Students experiencing socio-economic disadvantage are supported to ensure their needs are being met.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Resourcing to increase equitability of resources and services - Providing students with economic support for educational materials, uniform, equipment and other items - Facilitating providers to deliver targeted programs and sessions
<p>Aboriginal background</p> <p>\$30,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Marks Point Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Aboriginal background</p> <p>\$30,000.00</p>	<p>including:</p> <ul style="list-style-type: none"> • A planned approach to wellbeing <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 Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Aboriginal Consultant and Educator (ACE) making regular contact with identified families and offering support, as well as ensures processes, such as Personalised Learning Pathways (PLPs) are maintained.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continued employment of ACE to continue to build strong relationships and provide a point of contact, as well as overseeing processes to ensure cultural appropriateness
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Marks 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"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Release for teachers to plot students on the EAL/D progressions.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Provide release for staff to develop and implement resources to support EAL/D students
<p>Low level adjustment for disability</p> <p>\$83,795.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Marks 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"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Identified students have been supported by Learning and Support Teachers (LaSTs), as well as an Intervention Teacher.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Targeted students provided with learning support and intervention to

<p>Low level adjustment for disability</p> <p>\$83,795.00</p>	<p>increase learning and behavioural outcomes - Employment of an intervention teacher</p>
<p>Professional learning</p> <p>\$10,853.00</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 Marks 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"> • Data informed teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • release for staff to engage in professional learning • payment for professional learning course fees <p>The allocation of this funding has resulted in the following impact: Staff received professional learning to develop their capacity to support students.</p> <p>After evaluation, the next steps to support our students will be: - Provide opportunities for staff to engage in professional learning which supports them to achieve goals in their Professional Development Plans (PDPs)</p>
<p>QTSS release</p> <p>\$29,419.78</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Marks 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"> • Collaborative practice and feedback <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 <p>The allocation of this funding has resulted in the following impact: Staff have been supported to achieve Professional Development Plan (PDP) goals.</p> <p>After evaluation, the next steps to support our students will be: - Release for mentoring time for staff to develop capacity</p>
<p>COVID ILSP</p> <p>\$75,807.00</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 numeracy • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Students have engaged in small group tuition in literacy and numeracy.</p>

<p>COVID ILSP</p> <p>\$75,807.00</p>	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Identify additional areas for targeted support and provide small group tuition to support students to achieve outcomes
<p>Per capita</p> <p>\$1,696.64</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Marks 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"> • Data informed teaching <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • release for teachers to support planning and preparation for new curriculum implementation <p>The allocation of this funding has resulted in the following impact:</p> <p>Staff have engaged in Curriculum Reform professional learning and K-2 staff have engaged in specific new curriculum professional learning.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - 3-6 teachers engage in professional learning in preparation for implementation in 2024
<p>AP Curriculum & Instruction</p> <p>\$180,685.20</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"> • Collaborative practice and feedback • Explicit teaching <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • provide mentoring, team teaching and other support in classrooms <p>The allocation of this funding has resulted in the following impact:</p> <p>The APCI has worked shoulder to shoulder with staff to build capacity.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Mentoring with staff one-on-one fortnightly - Demonstration lessons, team teaching and feedback opportunities

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	75	68	72	65
Girls	76	80	80	73

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.1	95.0	87.0	87.5
1	92.8	91.7	92.9	82.4
2	93.3	92.0	92.0	85.6
3	94.0	90.7	91.1	90.5
4	94.5	90.8	88.2	87.2
5	93.8	87.8	89.2	88.3
6	94.8	92.0	86.1	81.4
All Years	94.1	91.1	89.0	85.8
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)	2.2
Classroom Teacher(s)	6.81
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*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	308,657
Revenue	2,274,803
Appropriation	2,200,977
Sale of Goods and Services	4,229
Grants and contributions	67,580
Investment income	2,016
Expenses	-2,317,810
Employee related	-2,116,160
Operating expenses	-201,650
Surplus / deficit for the year	-43,007
Closing Balance	265,650

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	154,207
Equity Total	255,680
Equity - Aboriginal	57,897
Equity - Socio-economic	114,752
Equity - Language	2,400
Equity - Disability	80,631
Base Total	1,256,838
Base - Per Capita	38,407
Base - Location	0
Base - Other	1,218,431
Other Total	383,040
Grand Total	2,049,765

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

Parents/Caregivers, Students and Staff were asked to respond to a series of questions through the Tell Them From Me Survey. Results indicated the following;

Parent/Caregiver satisfaction

Strengths - School supports positive behaviour and Inclusive school

Areas for development - Parents are informed and School supports learning

Student satisfaction

Strengths - Students with positive behaviour at school and Advocacy at school

Areas for development - Students with a positive sense of belonging and Positive learning climate

Staff satisfaction

Strengths - Leadership and Parent involvement

Areas for development - Collaboration and Learning culture

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.