2022 Annual Report

Umina Beach Public School

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Introduction

The Annual Report for 2022 is provided to the community of Umina Beach 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

Umina Beach Public School is committed to working in partnership with the school community to be an excelling school where every student, teacher and leader will improve, thrive, learn and grow. We are united by our shared purpose to ensure our students meet and exceed their academic goals and support the needs of the whole child. Aligned to the department of education values, we value, embed and emulate excellence respect, integrity and equity within a culture of high trust and support.

School context

Umina Beach Public School is a large, comprehensive K-6 public school situated on the scenic Central Coast, Brisbane Water Peninsula locale. The school has a current population of 670 students structured into 27 mainstream classes, organised into mixed ability groups.

Students

- Aboriginal and Torres Strait Islander students make up 8.4% of the school population.
- A range of socio-economic backgrounds are represented within the families of the school and diversity and inclusion are celebrated with approximately 35 nationalities.

Staffing

- Staffing consists of 24 Teachers, 4 Assistant Principals, 2 Deputy Principals, a Principal, Office Admin Staff and School Learning Support Officers (SLSO).
- The school receives socio-economic and Aboriginal funding through the School Based Resource Allocation (SBAR). In partnership with P & C, funds are monitored and distributed to programs across the school for improvement, innovation and continued success.

Partnerships

- The school has an effective, hardworking P&C who donate in excess of $25,000 to the school each year.
- The school is an active and proud member of the Brisbane Water Learning Community and the Koorana AECG and values the consultative partnerships that exist between all stakeholders.

Extracurricular

- The experienced staff are committed and support a range of extra curricula activities including comedy club, bands, choirs, dance groups, a school parliament, recorder group, environmental club and numerous sporting team representation at zone and regional levels.

Support

- The Learning Support Team is recognised as a model of best practice and capably supports the needs of students through regular meetings, referrals to agencies and provision of School Learning Support Officers to ensure participation of all students in curriculum activities. The school is an active participant in the Positive Behaviour for Learning (PBL) program, with a focus on social and emotional wellbeing.

School Excellence in Action: Cohort A *(External Validation: August 2021)*

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximize student learning outcomes for every student in numeracy and reading, we will develop and embed whole-school processes for gathering, analysing and responding to student data to ensure appropriate curriculum provision, underpinned by evidence-informed strategies and embedded evaluative practice. All staff will develop and employ data driven practices to understand the individual learning needs of all students and inform differentiated teaching and 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.

- Evidenced Based Teaching Strategies
- Data Informed Practice

Resources allocated to this strategic direction

QTSS release: $90,000.00
Socio-economic background: $99,000.00
Integration funding support: $57,000.00
Aboriginal background: $12,000.00
Low level adjustment for disability: $80,000.00
Professional learning: $24,000.00

Summary of progress

Throughout 2022, our teachers sustained a deep focus on effective teaching and data informed practice, engaging in whole-school professional learning to ensure all teachers have high knowledge and skills in explicit teaching. Teachers engaged in collaborative practices including observations, classroom visits and team-teaching, working with colleagues to expand their repertoire of explicit teaching strategies. Whole school professional learning was engaged in, focusing on developing consistent teacher understanding and application of a wide range of assessment strategies to determine ongoing teaching directions and reflecting on teaching effectiveness. Through regular data discussions and collaborative professional learning, teachers were supported to make regular adjustments to teaching strategies and programming in response to data analysis. Staff feedback revealed that collaborative inquiry is a highly supportive and valued process for shared professional learning. As evidenced by staff survey results, most staff felt confident to work collaboratively with colleagues to plan lessons, design assessment tasks and participate in lesson observations. Through these collaboration sessions, processes and protocols have now been developed to allow for regular whole-school moderation sessions to improve student learning and the quality of teaching in all classrooms. As a result, all **teachers are effectively embedding evidence based teaching strategies into literacy and numeracy instruction with data showing that** 100% of teachers rated themselves as competently embedding evidence-based teaching strategies into literacy and numeracy instruction, including 91% of teachers rated themselves as highly competent. **Learning intentions and success criteria are evident and are authentically observed in all classrooms. Instruction** with data showing that 91% of staff are confident embedding learning intentions and success criteria authentically in their teaching practice. **Assessment data is collected on a regular and planned basis** with teachers using assessment data to inform teaching and learning priorities and the provision of individual student support.

Next year, in strategic direction 1, we will continue to sustain a deep focus on explicit teaching practice and data informed practice, particularly in targeted areas, including number sense and vocabulary and comprehension. This aligns with current and longer-term trends internal and external school data. Explicit teaching and data-informed practice are key drivers of success, capable of improving learning outcomes for all students and, for this reason, these focus practices remain the focus in 2023.

IPMS for 2023 - Explict teaching

In 2023, a whole-school approach to explicit teaching strategies in numeracy and reading, particularly focusing on number sense and vocabulary, will be undertaken, underpinned by the research in What Works Best due to the strong learning gains made by students who experience explicit teaching practices. Consistent use of explicit teaching practices across the whole-school support teachers' use of effective practices. A whole-school approach to explicit teaching, particularly in number sense and vocabulary, creates a common language around practice which in turn supports

teacher collaboration and strengthens classroom practice.

The following steps will support our activity:

* Undertake a whole-school situational analysis to establish baseline data aligned with the school excellence framework within the teaching domain: effective classroom practice, to map current evidence of explicit teaching and feedback. Executive team analyse the SEF S-AS, staff feedback and student data to make recommendations that are shared with whole staff. Collect base-line data of staff understanding of explicit teaching (Step 1).

* Based on 2022 data (structured teacher observations and students focus groups), APCIs to deliver professional learning in CIC time on explicit teaching in relation to vocabulary and number sense, aligned with professional learning needs and targeted to K-2 and 3-6 needs, incorporating the Learn Do Reflect model in conjunction with APCI classroom visits and feedback (Step 2).

* Within Collaborative Inquiry Cycles, teams engage in professional learning on the process and various elements of explicit teaching (including questioning and feedback) delivered by DP Curriculum & APCIs, to develop consistency of knowledge and practice across the whole school in explicit teaching (including questioning and explicit feedback), utilising the Learn Do Reflect model (Step 3).

* Coaching and mentoring by APC&I to provide a feedback on explicit questioning and feedback and ensure K-6 consistency (Step 4).

* Within stage teams, AP to lead professional learning based on guided literacy and numeracy support packages in the area of number sense and vocabulary (Step 5). Revisit the Department's Reading Guide and Literacy and Numeracy packages.

* Data collection and evaluation of implementation of explicit questioning and feedback, gathered in both numeracy and literacy lessons, to monitor and evaluate consistent whole-school approach (Step 6).

IPMS for 2023 -data to inform practice

In 2023, a whole-school approach to developing data informed practice will be undertaken, underpinned by the research in What Works Best, supported by the evidence that shows that data-informed practices contribute to improving classroom practice, effective self-assessment, and reporting to the community. The ability to investigate, reflect on and make the most of available data is a core competency for everyone in schools - leaders, teachers and support staff. Effective use of data is a consistent attribute of high performing systems and it is a critical foundation for high expectations, explicit teaching and feedback.

The following steps will inform our activity:

* APs, APC&I's and intervention support team engage in Leading High Impact PL (HIPL) in stage teams and across whole school, based on identified literacy (vocab) and numeracy (number sense) targets with a driving focus on data. All staff utilise the Learn, Do, Reflect model (previously implemented in 2022) (STEP 1)

* Develop systems and structures to track and monitor student progress in *Vocabulary* and *Number Sense and Place Value,* in tandem with undertaking an assessment Audit of task validity and reliability in Literacy and Numeracy and quality assessment questions (STEP 2)

* Engage in collaborative professional learning to ensure effective, best practice in CTJ is developed and embedded in structures across school, particularly in relation to assessing *Vocabulary* and *Number Sense and Place Value* - utilise APC1 and DP curriculum as well as resources from literacy/numeracy universal resource hub to develop shared models (STEP 3).

* Stage teams to develop formative assessments to inform shared teaching practice in *Vocabulary* and *Number Sense and Place Value,* designed through CI cycles at stage level, with support of APCI. Utilise APCI to conduct classroom observations and record formative assessment data (eg Data interval analysis). This includes utilising APCIs to conduct classroom observations of use of "a daily maths review" in *Number Sense and Place Value*, targeted to move student number sense from short term to long term memory (STEP 4).

* APs to lead stage development and implementation of shared, consistent processes to ensure student data informs teaching programs and learning goals. This includes developing formative data points in programs, implementing dynamic programming which is responsive to student data, mechanisms for ensuring learning goals are developed for all students which are informed by analysis of internal and external student progress and achievement data and developing shared processes to ensure student progress towards goals is monitored through collection of quality, valid and reliable

data (STEP 5).

* DP curriculum and APCI collaboratively work with APS to develop shared, consistent and efficient processes to ensure that student data effectively and transparently informs assessing and reporting processes. Principal works in conjunction with curriculum team to build data capture process systems on Sentral to ensure teachers can see and share data efficiently and purposefully, utilising the continuous assessment module and student profiles to enter, track and evaluate student data (STEP 6).

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
School Generated Target - *School Excellence Framework Measures* Teaching Domain: Data Skills and use • data use in teaching- sustaining and growing (Assessments)	Self-assessment against the School Excellence framework shows the school is performing at sustaining and growing in the element of data skills and use and the element of data use in teaching is sustaining and growing.
School Generated Target - *School Excellence Framework Measures* Teaching Domain: Effective classroom practice • explicit teaching - sustaining and growing (LI/SC) • feedback - sustaining and growing (K-2)	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of effective classroom practice and the elements of explicit teaching and feedback is sustaining and growing.
• Increase the percentage of Year 5 students achieving expected growth in Numeracy with an uplift of 2.1% or above from our baseline data 66.8% to reach the target of 68.9%.	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 percentage of Year 3 and 5 ATSI students achieving in the top 3 bands in Numeracy with an uplift of 3.5% or above from our baseline data 40.9% to reach the lower bound target of 44.4%.	2022 NAPLAN data indicates 38.5% of Year 3 and Year 5 students are in the top three skill bands for numeracy, indicating the school did not achieve the system negotiated target.
• Increase the percentage of Year 3 and 5 ATSI students achieving in the top 3 bands in Reading with an uplift of 4.2% or above from our baseline data 42.2% to reach the lower bound target of 46.8%	2022 NAPLAN data indicates 69.23% of Year 3 and Year 5 students are in the top three skill bands for literacy, indicating the school achieved the system negotiated target. In addition, the school achieved above the lower bound and upper bound target in 2022 and exceeded state averages.
• Increase the percentage of Year 3 and 5 students achieving in the top 2 bands in Numeracy with an uplift of 6% or above from our baseline data to reach the lower bound target of 37.8%.	2022 NAPLAN data indicates 29.95% of students are in the top two skill bands for numeracy, indicating the school did not achieve the system negotiated target.
• Increase the percentage of Year 3 and 5 students achieving in the top 2 bands in Reading with an uplift of 7.2% or above from our baseline data to reach the lower bound target of 42.0%.	2022 NAPLAN data indicates 37.75% of students are in the top two skill bands for literacy, indicating the school did not achieve the system negotiated target.
• Increase the percentage of Year 5 students achieving expected growth in Reading with an uplift of 2% or above	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

to exceed the lower-bound target of
64.9%.

Strategic Direction 2: Quality Teaching

Purpose

In order to maximise student learning outcomes for every student, high impact professional learning practices and collaborative practices will be embedded to develop expert teachers who inspire and support students to sustain academic growth and achievement. Developing a culture of high expectations and a focus on excellence will ensure a shared sense collective teacher efficacy and strong commitment to quality teaching practices across all classrooms.

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.

- Implementing the New curriculum
- Collaborative Practice & Feedback

Resources allocated to this strategic direction

Literacy and numeracy: $40,000.00
Professional learning: $34,000.00
QTSS release: $40,000.00
Literacy and numeracy intervention: $72,000.00

Summary of progress

Throughout 2022, UBPS had a deep focus on planning for and implementing the new curriculum, as well as developing teacher collaborative practice and feedback. As an Accelerator Adopter school, our year one team underwent professional learning ensuring that all teachers had the knowledge and expertise to explicitly teach and evaluate the new English and Mathematics syllabus. All K-6 staff participated in English and mathematics whole school and micro professional learning to gain an understanding of the research, content and the structure of the new syllabus. Our 2023 K-2 team participated in grade planning days involving professional learning and planning with the new syllabus and units of work. Teachers engaged in fortnightly grade collaborative inquiry cycles, stage meetings, classroom visits and termly stage planning days to increase knowledge and understanding of evidence-based practices and develop a shared learning culture.

Funding sources from Literacy and Numeracy and Professional Learning supported systems and processes to be developed, enabling professional learning and collaboration across the school and within grades and stages. Observational data from classroom visits indicates 95% of teachers find class visits and informal feedback valuable and a sense of trust is being developed. The engagement in high impact professional learning, practise and reflection have resulted in effective planning and implementation of the new mathematics and English Syllabus. Staff quantitative data from K-6 PL on new curriculum indicates a substantial increase in knowledge and understanding.

In 2023, all K-2 staff will implement the new English and mathematics syllabus. They will be supported with systems and processes to continue professional learning, implementation of the new syllabus, evaluation and refinement of their practice. 3-6 staff will be supported to prepare for the implementation of the new English and mathematics syllabus in 2024. Whole school and Micro-learning structures will be scheduled and evaluated. 1.6FTE APC&I to provide opportunities for co-planning, teaching, reflecting and mentoring and coaching.

We will continue to provide systems and structures that allow for grade collaborative inquiry cycles for teachers to learn together, practise and reflect. Teacher classroom visits will further develop, moving towards more formalised feedback processes. We will further expand stage planning days to twice a term, developing a structure and a protocol to maintain consistency across K-6. A whole-school approach to learning and development will be embedded across the school, aligned to the school plan with explicit systems for collaborations and feedback in place to sustain quality teaching practice.

2023 IPMs - Implementing the New Curriculum

In 2023, all K-2 staff will implement the "enact" phase of the new English and mathematics syllabus. All 3-6 staff will engage in the "prepare phase", developing knowledge and understanding in preparation for syllabus implementation in 2024. The new school curriculum will:

- build strong foundations in literacy and numeracy with new English and mathematics syllabuses for Kindergarten to Year 2
- give teachers more time to concentrate on deep learning by reducing the hours teachers spend on non-essential

learning and compliance requirements

The following steps will support our activity:

- K-2 staff teach, assess and report using the new syllabus and evaluate to refine practices and systems (Step 1).
- Ensure responsive processes and structures are in place to support staff to collaboratively plan teaching programs, teach the new curriculum and evaluate practice (Step 2).
- Continue professional learning opportunities and collaboration (Step 3).
- APC& I utilise structures and processes to provide opportunities for co-planning, co-teaching, co-reflecting and coaching and mentoring (Step 4).
- Communicate curriculum changes with the school community through regular cake and coffee sessions (Step 5).
- Refine school process for assessing student progress, analysing student data and reporting to parents (Step 6).
- Evaluate school processes and structures to ensure they support new syllabus implementation (Step 7).
- Identify 3-6 staff and students needs (Step 8).
- 3-6 staff access evidence-based professional learning to develop knowledge, understanding and preparedness (Step 9).

2023 IPMs - Collaborative Practice & Feedback

Effective collaboration is key to identifying sharing successful and innovative evidence informed practices across the teaching profession and is an evidence-supported means of developing collective efficacy. To develop expert teachers who inspire and support students to sustain academic growth and achievement through quality teaching of curriculum, effective collaboration is critically important. This includes:

- establishing shared, consistent systems processes for collaborative inquiry
- establishing K -6 shared focus areas for collaborative professional learning
- establishing processes and structures for peer observation and feedback
- establishing processes and structures for effective coaching and mentoring practices
- strengthening professional learning processes to ensure shared focus remains on improving student outcomes
- strengthening relational trust across the school and embedding an engaged learning culture where teachers feel comfortable giving and receiving honest and constructive feedback

Activities:

- Create a shared PL hub, available to all staff for collaboration (Step 1).
- Structures for classroom visits implemented, developing a shared learning culture and high trust environment where teachers are willing to learn with and from each other (Step 2).
- Implement and evaluate consistent processes and practices for collaboration with teachers and APC&I (Step 3).
- 2 x Stage planning days focused on continuous improvement to enable stages to collaborate on planning, curriculum, assessment and students' progress and achievement (Step 4).
- HIPL delivered by executive for all staff on effective evidence-based teaching strategies to ensure consistency across whole-school (Step 5).
- Collaborative inquiry cycles continue with Learn, do reflect model (Step 6).

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
School Generated Target - *School Excellence Framework Measures* Teaching Domain: Learning and development • collaborative practice and feedback: sustaining and growing (professional discussion and collaboration) Best Practice Matrix: • stage collaboration - accelerating	In the teaching domain and the element of learning and development, the school achieved its goal of sustaining and growing in collaborative practice and feedback. In the area of stage collaboration, the school is working towards accelerating, in line with the Best Practice Matrix.
School Generated Target - *School Excellence Framework Measures*	In the teaching domain and the element of learning and development, the school is working towards sustaining and growing in professional Learning.

Teaching Domain: learning and development • Professional Learning: sustaining and growing (evaluate, share and discuss learning)	
School Generated Target - *School Excellence Framework Measures* Teaching Domain: Professional Standards • LIteracy and numeracy focus - delivering	In the teaching domain and the element of professional standards, the school achieved its goal of delivering in collaborative practice and feedback.

Purpose

In order to maximise social and emotional student learning outcomes for every student to see them learn, thrive and grow, there will be a planned approach to developing whole school wellbeing and engagement processes . The development of whole-school systems and processes for tracking and responding to student attendance data, wellbeing data, Personalised Learning Plans and Individual Education Plans will ensure appropriate provision of support, underpinned by evidence-informed intervention strategies, ensuring every individual student reaches their full potential.

Initiatives

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

- strong systems of support

Resources allocated to this strategic direction

Aboriginal background: $47,920.00
Professional learning: $11,000.00
Socio-economic background: $60,000.00
Integration funding support: $15,000.00
Low level adjustment for disability: $130,000.00

Summary of progress

Throughout 2022, our school sustained a deep focus on developing, embedding and refining evidence-based wellbeing and engagement initiatives to ensure there is a systematic, strategic and planned approach to whole-school wellbeing processes. The school pursued its goal to see all students connect, succeed and thrive, resulting in the development of a new school strategic improvement plan with a strong, intentional focus on wellbeing and engagement. Strong focus areas were developed in the area of student attendance, student wellbeing, Aboriginal Education and positive partnerships with parents and community. Stronger processes and systems have been implemented to analyse attendance data, more effectively identifying data trends and responding to students with attendance falling below 90%. New school-based attendance goals and a video-based attendance campaign has been developed to be shared via social media to improve parent understanding of the importance of regular and sustained attendance. Increased student wellbeing support processes, systems and programs have been implemented, including social skills programs, Minilit and Maclit programs to address foundational learning needs and increase learning engagement, increased SLSO support and the development of new roles such as the assistant principal, wellbeing and engagement, have been implemented, based on data-informed need, to more effectively support students in increasing wellbeing and engagement.   The implementation of new, streamlined communication channels has increased home-school communication, as did the distribution of email addresses for families to contact class teachers. The introduction of schoolbytes provided streamlined information to families relating to events and activities, allowing payments to be made more easily and permission to be provided electronically. Next year, we will launch and sustain focus on our school's strategic attendance campaign with our wider community, under the carriage of our school attendance team. We will develop and implement a new student behaviour management policy and align school processes to this policy, re-aligning PBL with the department's strategic focus on support and management. We will improve and enrich PLP processes, engaging more regularly with Aboriginal families and ensuring cultural goals are developed that are individualised, relevant and valued by all. We will streamline our communication systems to ensure parents feel informed, valued, heard and supported. In addition, we will work to ensure that parents can engage as partners with the school in their child's learning, increasing opportunities for connection with class teachers and more opportunities to learn about curriculum, educational and school curriculum priorities, empowering parents to support their child's learning more effectively, both at school and at home.

IMPS for 2023:

In 2023, evidence-based wellbeing and engagement initiatives will continue to be developed, embedded and refined through evaluative practice to ensure there is a systematic, strategic and planned approach to whole-school wellbeing processes. This aligns with our school purpose and vision to see all students connect, succeed and thrive. The development of whole-school frameworks for routinely and methodically collecting a wide range of student data, with embedded systems and structures to record and analyse data, including attendance data, wellbeing and engagement

data and cultural and learning goals progress, will enhance student growth and contribute to school improvement. Robust systems and structures, led by key management teams, will be developed and implemented to ensure measurable improvement to student engagement and learning in each of the school's focus areas: student attendance, student wellbeing, Aboriginal Education and positive partnerships with parents and community.

2023 planned activities:

- School leadership team to review end of year 2022 whole-school data (academic, attendance, wellbeing and engagement, PLPs, students with individual education plans) and establish baseline data aligned with the school excellence framework within the learning Domain: Wellbeing, developing a planned approach to wellbeing and supporting individual learning needs; the Teaching Domain: Effective Classroom Practice, in the area of classroom management and in the Leading Domain: Educational leadership, in the area of community engagement, to map current evidence of evidence-informed wellbeing systems. Executive team analyse the SEF S-AS, staff feedback and student data to make recommendations that are shared with whole staff (Step 1).
- Launch and sustain focus on our school's strategic attendance campaign with our wider community, under the carriage of our school attendance team (Step 2).
- Engage in whole school professional learning to lead and support teachers to collaboratively review school wellbeing data, in conjunction with deep understanding of the School Excellence Framework and the updated Work Works Best document, to confirm 2023 priorities aligned to the development of systematic, whole-school processes for the collection of school/student data incorporating tiered levels of support (Step 3).
- Led by the student wellbeing team and PBL team, lead the review of and realignment of PBL expectations to best meeting community needs (parents, staff and students) and re-launch PBL with a focus on ensuring learner behaviour is explicity taught, reinforced and rewarded through positive school reward systems. Engage in whole-school professional learning on tiered intervention support within a PBL framework. All staff involved in designing and implementing new systematic processes to support student wellbeing and engagement, learning and support processes, effective and consistent behaviour management, monitoring and support (Step 4).
- Engage in shared, whole-school professional learning on student wellbeing and engagement, understanding behaviour and functional behaviour in order to support and develop new learning support systems, based on evidence-based best practice and What Works Best. This will align with the department's policy on Student behaviour support and be supported through department-provided professional learning relating to IER, restrictive practices, new guidelines for time out and a support (as opposed to discipline) approach (Step 5).
- Aboriginal education team to develop and support teachers to implement new, inclusive and culturally supportive PLP processes, developing individualised plans to help teachers to support students to achieve set cultural goals. All initiatives undertaken by groups will be driven by ongoing collection and analysis of staff and student feedback and evaluative data (Step 6).

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
System Negotiated Target - *Wellbeing* • Uplift increase of 3.6% of student wellbeing data (percentage of students who report positive responses in the Tell Them from Me survey in the categories of Advocacy at School, Expectations for Success and Sense of Belonging) from our baseline data of 86.0% to the lower bound target of 89.6%.	Student wellbeing data (percentage of students who report positive responses in the Tell Them from Me survey in the categories of Advocacy at School, Expectations for Success and Sense of Belonging) declined to 73.56%.
School Generated Target - *School Excellence Framework Measures* Learning Domain: Wellbeing • a planned approach to wellbeing - sustaining and growing • individual learning needs - sustaining and growing (regularly monitor and	In the learning domain, within the element of wellbeing, the school is delivering a planned approach to wellbeing. The school is delivering in relation to addressing individual learning needs. The school is delivering in relation to the school's wellbeing approach to behaviour.

review individual student learning needs) • behaviour - sustaining and growing (expectations of behaviour co-developed with students, staff and community)	
School Generated Target - *School Excellence Framework Measures* Leading Domain: Educational leadership • Community engagement - sustaining and growing	In the learning domain, within the element of educational leadership, the school is sustaining and growing in the area of community engagement.
School Generated Target - *School Excellence Framework Measures* Teaching Domain: Effective Classroom Practice • Classroom management- delivering	In the teaching domain, within the element of effective classroom practice, the school is delivering in the area of classroom management.
• Uplift increase of 3% of student attendance data (students attending 90% of more of time in Semester One in the school year) to the target of 74.2%.	The percentage of students attending 90% of the time decreased to 40.71%.

Funding sources	Impact achieved this year
Integration funding support $313,930.00	Integration funding support (IFS) allocations support eligible students at Umina Beach Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidenced Based Teaching Strategies • strong systems of support • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** - Integration funding has been used to support 20 students over the course of the year. - Students were supported by Student Learning and Support Teachers (SLSO) to engage in the curriculum in a mainstream classroom setting. - 100% of students had PLASPs that were used as guiding tools to direct the adjusted learning, as well as meeting students social and emotional needs. - Students were supported in the classroom, playground and on school excursions. - 10 SLSO's engaged in professional learning to support health, completing diabetes training and health care training. - 11 SLSO's Behaviour training was also completed which was run by the APLAS, consisting of an online module and a face to face training day. - 100% of SLSO's undertook fortnightly professional learning to ensure that all SLSO's are confident with the support of students with IFS funding. - 40% of students used intensive intervention programs were utilised to target specific SMART goals. Students SMART goals were adjusted throughout these plans for the continued support of the students. **After evaluation, the next steps to support our students will be:** - Behaviour training for SLSOs for the implementation of the behaviour strategy. - Development of SMART goals for 100% students with Integration funding to support academic, social and emotional development. - Continued targeted support for students with integration funding.
Socio-economic background $159,000.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Umina Beach Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidenced Based Teaching Strategies • strong systems of support **Overview of activities partially or fully funded with this equity loading include:** • Professional development of staff for 'explicit teaching' to support teacher development and student learning. • Staff release to set up systems and structures to allow for collegial classroom observations, to develop collective efficacy. • Employment of a part-time AERT teacher to support student and community engagement.

Socio-economic background	**The allocation of this funding has resulted in the following impact:**
$159,000.00	*Systems and processes were developed to enable high impact professional learning for K-6 staff capacity building and consistency across whole school, starting with Explicit Teaching.
	*Teacher self-evaluation using the "Explicit Teaching" theme on the work works best toolkit indicated:
	9% of teachers rated themselves 3 out 5
	81% of teachers rated themselves 4 out of 5.
	10% of teachers rated themselves 5 out of 5.
	* 100% of teachers had the opportunity to visit and observe a colleagues classroom.
	* Connections and relationships with our Aboriginal community and a high attendance rate at Cultural continuum days.
	After evaluation, the next steps to support our students will be:
	* Maintain whole school focus of 'Explicit Teaching- Vocabulary' through grade and stage planning days
	* Continue to engage the APCI to support our trajectory toward establishing strong collegial support systems which enable classroom observations, coaching and feedback and planning days.
	* Continue AERT role to authentically engage our Aboriginal families and support our students to meet and exceed their goals.
Aboriginal background	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Umina Beach 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.
$59,920.00	
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
	• Evidenced Based Teaching Strategies
	• strong systems of support
	Overview of activities partially or fully funded with this equity loading include:
	• Aboriginal and Torres Strait Islander students attending Cultural Continuum days.
	• Employment of a part time AERT.
	• NAIDOC week events and activities.
	• Teacher's participating in professional learning, such as Connecting To Country and personalised learning pathways.
	The allocation of this funding has resulted in the following impact:
	Year 3 Aboriginal student's Average NAPLAN score was above state in Reading, spelling, grammar and punctuation.
	Year 5 Aboriginal student's Average NAPLAN score was significantly above state and SSSG in Reading, writing, spelling, grammar and punctuation.
	All Aboriginal students had a PLP and there was a strong increase in parent participation in this process. Based on feedback In 2023, the school will develop a more authentic process for PLP development with stronger family consultation and regular celebration of student learning and cultural goals.
	an Authentic Aboriginal Education Team was established to remain in place all year, rather than rotating responsibilities, which led to increased commitment and stronger team outcomes. Half of the Aboriginal team participated in Welcome to Country professional learning.
	Staff have developed a stronger understanding of the school's improvement plans and strategic directions relating to Aboriginal Education, embracing the understanding that Aboriginal Education is everybody's business.
	Stronger school-family connections were formed between the school and our Aboriginal community, especially through individualized support being provided to family's of students in need by the AERT and Aboriginal Education team.
	Feedback from teachers suggests that there is a need for a more authentic and supported PLP process.

| Aboriginal background

$59,920.00	**After evaluation, the next steps to support our students will be:** - Continue to develop staff understanding and capacity of explicit teaching practices, particularly in relation to vocabulary in English and Number and Place Value in mathematics so that fundamental student literacy and numeracy outcomes are improved. - Extend the reach of community engagement to involve the whole UBPS community in Aboriginal Education rather than specific families. - Authenticate the PLP process so that it is valued by staff, students and community. Embed a process that provides for regular reflection on PLPs so that they are fluid documents that encourage continual goal setting and improvement.
English language proficiency

$38,000.00 | English language proficiency equity loading provides support for students at all four phases of English language learning at Umina Beach Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this equity loading include:
 • withdrawal lessons for small group (developing) and individual (emerging) support
 • additional teacher time to provide targeted support for EAL/D students and for development of programs
 • additional support provided within the classroom to assist students with learning tasks

The allocation of this funding has resulted in the following impact:
In 2022, there was an increase of 25% in students requiring EALD support. 86% of new EALD students were in Kindergarten.
Of all students, 62% did not require support, 14% of students were working within the developing and consolidating phases and 21% of students required intensive support.

After evaluation, the next steps to support our students will be:
* Reduce the amount of withdrawal time and increase of EALD teacher time to support in class
* Provision of additional EALD support in the classroom and as part of differentiation intiatives
* Establish a core practice for supporting students who are learning English as an additional language
* Additional staffing to implememtn co-teaching programs to provide intensive support for all students with an EALD background |
| Low level adjustment for disability

$210,000.00 | Low level adjustment for disability equity loading provides support for students at Umina Beach Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Evidenced Based Teaching Strategies
 • strong systems of support

Overview of activities partially or fully funded with this equity loading include:
 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers
 • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students
 • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting

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

Low level adjustment for disability $210,000.00	- Employment of 1.2 learning and support teachers - Delivery of targeted social skills program, with 30 students participating in three different programs over the course of the year. - Development, monitoring and implementation of 10 individual intensive intervention programs to engage students in social and academic learning. - Completing access requests for students to support additional needs. - Additional SLSO to support students wellbeing, improve social and emotional development - SLSO's to implement regular sensory programs utilsing the sensory room. **After evaluation, the next steps to support our students will be:** - Continued development of learning and support process to improve efficiency in development of systems - Professional learning to enable the continued delivery of wellbeing programs - Move sensory room to larger premises to allow for more students ultilise facility.
Professional learning $69,000.00	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 Umina Beach Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidenced Based Teaching Strategies • Implementing the New curriculum • strong systems of support **Overview of activities partially or fully funded with this initiative funding include:** • Year 1 teachers participated in the Accelerated Adopter program and developed consistent knowledge, evaluating syllabus documents and providing feedback to the department. • All 2023 K-2 staff participated in the 'engage phase' of PL to prepare, collaborate and plan for the new English and Mathematics syllabus 2023 • Engaged in shared whole school professional learning opportunities for staff to provide input on the development of wellbeing systems and update learning support systems, based on evidence- based practice and What Works Best. **The allocation of this funding has resulted in the following impact:** - Year 1 Phonic Screener data indicated 71% of year one students on track, 22% requiring support and 13% at risk. - 98% of teachers have an understanding of Learning Intentions and success criteria. - Staff evaluation and feedback showed staff recognise positive change in collaboration and collaborative practice across the school as well as increased trust, positivity and effectiveness within and across teams. **After evaluation, the next steps to support our students will be:** - Employment of APCI's as well as utilising 2022 year 1 teacher expertise to develop the knowledge of the staff K-6 around the new English and Mathematics syllabus. - Continued focus on professional learning around Learning Intentions and success criteria through collaborative inquiry cycles to implement across the Mathematics and English syllabus. - Continuation for staff to engage in shared, whole-school professional learning on shared efficacy, relational trust and engaged learning culture.
Literacy and numeracy $40,000.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Umina Beach Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

Literacy and numeracy $40,000.00	• Implementing the New curriculum **Overview of activities partially or fully funded with this initiative funding include:** • staff professional learning and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students **The allocation of this funding has resulted in the following impact:** * 100% of K-2 2023 K-2 staff engaged in new curriculum planning days, with 100% of teachers indicating increased knowledge and understanding of the new English and mathematics syllabus. *Year 1 phonic screener data indicates 71% of year one students on track, 22% requiring support and 13% at risk. * 35% increase in K-6 students participating regularly in home reading program. **After evaluation, the next steps to support our students will be:** * Systems and structures, enabling fortnightly collaborative team time to reflect, evaluate and refine teaching of the new syllabus. * implement co-planning, teaching and reflecting opportunities for all K-6 staff. * implement parent information sessions to support parent understanding and home support.
QTSS release $130,000.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Umina Beach Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidenced Based Teaching Strategies • Implementing the New curriculum **Overview of activities partially or fully funded with this initiative funding include:** • established shared, consistent systems processes for collaborative inquiry cycle (CIC). • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • structures for classroom visits implemented • stage planning days implemented, enabling collaboration and continuous improvement **The allocation of this funding has resulted in the following impact:** * improved staff confidence and a consistent K-6 understanding of learning intentions and success criteria (LISC). 98% of staff are confident in their understanding of LISC. * 87.5% of staff reported planning days enabled collaboration and developed knowledge and understanding of the new curriculum. * 95% of teachers value class visits and feedback. **After evaluation, the next steps to support our students will be:** * 1.6 APC&I continue collaborative inquiry cycles with an emphasis on Explicit Teaching in vocabulary, implementing coaching and mentoring structures. * Implement 2 x stage planning days per term, led collaboratively with AP & APC&I, using devised systems and structures. * Support 3-6 teachers through the prepare phase of the new curriculum.
Literacy and numeracy intervention	The literacy and numeracy intervention staffing allocation supports early

$72,000.00	literacy and numeracy intervention to students in Kindergarten to Year 2 at Umina Beach Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Implementing the New curriculum **Overview of activities partially or fully funded with this initiative funding include:** • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices **The allocation of this funding has resulted in the following impact:** - Employment of SLSO to implement MACLIT program. - Employment of teacher to implement targeted literacy and numeracy support for students in Year 1 and Year 2 - 70% increase in students results in literacy, specifically reading. - 60% increase in students results in numeracy, specifically whole number -Professional learning for K-2 on the new curriculum to support implementation in 2023. **After evaluation, the next steps to support our students will be:** - Literacy funding will not be available for programs to continue in current manner. - Training of SLSO's to further develop MACLIT implementation - Implementation of new curriculum in K-2, and professional learning for 3-6 to ensure that students continue to be supported in their learning.
COVID ILSP $232,099.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Pretest assessment of identified students using minilit/maqlit assessment as well as assessment related to the CAMS/STAMS program. • Delivering staff completed PL modules (COVID ILSP). • Staff met with network teachers to share effective practice. • Intervention provided to K-2 and 3-6 students based on identified needs from student assessment data in Literacy and numeracy **The allocation of this funding has resulted in the following impact:** - Successful identification of students requiring intervention in either literacy or numeracy through analysis of 2021 data. Support provided to 129 identified students (2% of student population). - Support was differentiated to the individual needs of students as a result of quantitative and qualitative data analysis, ensuring maximum impact for students. 36 students were supported through small-group intervention utilising the MiniLit program. , 45 students were supported through small-group intervention utilising the MaciLit program. 48 students were supported through small-group numeracy intervention. Implementation of a stringent timetable that ensured minimal disruption to classroom routines and provided stability for students and teachers. Structured systems for lesson delivery reduced the cognitive load of students, allowing for maximum focus on target areas for learning. - 100% of participating students made growth as a result of participation in these intervention programs. In MacLit, 75% of students made 15-40% growth. In MiniLit, 60% of students made between 20-60% growth. All

| COVID ILSP

$232,099.00 | students supported through small-group numeracy intervention made growth.

After evaluation, the next steps to support our students will be:
- Further differentiate the reading focus groups to support students who require significant phonological awareness support, and basic skills in speaking and listening (there is a need for this, based on the Stage 1 cohort data).
- Implement a structured approach to data talks and analysis with classroom teachers and the COVID ILSP teachers to ensure continuity of learning between the classroom and the intervention programs being delivered.
- Provide structured systems for additional in-class support for targeted students, providing differentiated learning in the classroom and providing consistent structure and delivery to reduce cognitive load of students. |

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	416	390	381	376
Girls	356	340	314	301

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	93.3	90.9	92.6	88.2
1	92.8	90.4	92.6	85.2
2	92.0	90.5	90.9	86.6
3	92.1	89.8	92.7	84.8
4	90.7	86.8	92.0	85.3
5	91.1	85.4	89.3	84.7
6	90.0	89.1	88.3	81.7
All Years	91.7	89.0	91.2	85.1
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	26.48
Literacy and Numeracy Intervent	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.26

*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	666,477
Revenue	7,174,051
Appropriation	6,839,189
Sale of Goods and Services	93,554
Grants and contributions	236,106
Investment income	5,002
Other revenue	200
Expenses	-7,271,162
Employee related	-6,310,360
Operating expenses	-960,802
Surplus / deficit for the year	-97,111
Closing Balance	569,366

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	323,603
Equity Total	481,686
Equity - Aboriginal	63,276
Equity - Socio-economic	157,880
Equity - Language	38,813
Equity - Disability	221,717
Base Total	4,906,885
Base - Per Capita	175,612
Base - Location	0
Base - Other	4,731,272
Other Total	675,350
Grand Total	6,387,524

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

Information regarding student satisfaction was gained from a variety of internal and external measures, including Tell Them From Me surveys. Comparison of 2021 to 2022 TTFM student survey results shows there was an increase in student sense of belonging. Student expectations of success remained stable and high, at 90%. This exceeded the State average of 84%. Student advocacy remained stable at 74% and exceeded the state average of 69%. Increasing student sense of belonging remains a school target and whole-school strategies and supports to achieve positive progress in this area is being informed by student voice, captured through TTFM open-ended questions and guided by relevant key drivers of success, including positive teacher-student relations and positive learning climate.

Information regarding parent satisfaction was gained from a variety of internal and external measures, including Tell Them From Me parent surveys. Pleasingly, parent responses doubled from 2021 to 2022. Comparison of 2021 to 2022 TTFM student survey results shows a positive increase in parent perception of the school seeking input into school planning, reporting and curriculum. The perception of the school helping students with special needs or disability to feel welcome has doubled from 2021 (11% strongly agree) to 22% in 2022. An increase was noted from 2021 to 2022 in parent expectations of their child attending university and completing year 12. The expectation of parents supporting their child's learning exceed the NSW norm and perception of the school supporting positive behaviour closely reflected state norms. Safety at school has been identified as an area for improvement. Whilst parent perception of their child feeling safe at school matches NSW norms (7.4%), parent feedback suggests that a stronger focus on addressing bullying behaviour is required as well as dealing with behaviour issues in a timely manner. Whilst the school undertook a strategic focus on revising school communication pathways in 2022, TTFM parent survey data shows this continues to be an area for improvement. The school will address each of these areas for improvement in 2023 school planning targets.

Information regarding teacher satisfaction was gained from a variety of internal and external measures, including Tell Them From Me teacher surveys. Comparison of 2021 to 2022 TTFM survey results shows there was an increase in collaboration across the school from 8.1 to 8.2, exceeding NSW state norms (7.8). Reflective of the sustained focus on classroom observations in 2022, perception of teachers receiving helpful feedback about their teaching rose from 7.2 to 8.1 from 2022 to 2022. Reflective of the sustained focus on developing an engaged learning culture, teacher perception of learning culture increased from 7.9 in 2021 to 8.2, exceeding NSW state norm in 2022 (8.0). Comparison of 2021 to 2022 teacher survey data showed growth in seven key drivers for success, exceeding state norms in each of these areas. These included teacher perception of 'data informing practice' , 'teaching strategies', 'inclusive practice' , 'challenging and visible goals', 'planned learning opportunities', 'quality feedback', 'overcoming obstacles for learning'. Strong agreement to the statement, 'School leaders in my school are leading improvement and change' increased from 21% to 52%. This significant increase was also reflected with teacher perception that 'School leaders clearly communicate their strategic vision and values for our school': strong agreement to this statement increased from 32% to 52%. A clear area for improvement is technology. Whilst teachers have noted an increase in student opportunities to use computers or other interactive technology (5.1 to 6.4) and noted an increase in helping students use computers or other interactive technology to undertake research (6.1 to 7.0), the school will continue to address technology as an area for improvement in 2023 school planning targets.

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.