

# 2022 Annual Report

## Point Clare Public School



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# Introduction

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

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

## School contact details

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## Message from the principal

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The 2022 school year began with a great sense of relief as the COVID-19 pandemic restrictions were lifted and the school was finally able to allow parents and carers back on site for school events after two very stressful years. Unfortunately, the joy was short lived as the school was then struck by a flood event towards the end of Term 1. The flooding destroyed the timber flooring in the school hall and damaged many items of significant value. During the same event, the administration level of the new building also experienced significant flood damage which resulted in the staff-room and administration areas being unusable for several months. The administration team had to operate out of the space that is normally used as the STEM learning space thereby disrupting learning for all students K-6 in Semester 1. The final consequence of the flood damage was the sports shed became inundated with mould as water became trapped behind the gyp-rock walls. As a consequence, every item stored in the sports shed was declared unsafe to use and was removed and destroyed by contractors hired by Schools Infrastructure NSW (SINSW). The repairs and final treatments of this space were not finalised within the 2022 school year.

The school received tremendous support from SINSW throughout 2022. Our sincere thanks go to Mr Gary Cooper and Mr Josh Cheverall for their strong support and guidance through the flood issues and for delivering greatly improved school facilities thanks to the Regional Renewal program. The long standing drainage issues and surface conditions of our basketball court were finally addressed, the Cooler Classrooms air conditioning project was completed after 5 years of negotiations, the roof leaks in A block were addressed by replacing the roof and two classrooms in Block received a complete makeover with new wet areas, cupboards and carpet installed.

I would like to publicly acknowledge the behind the scenes support provided by our P&C, led by new president Mrs. Heather Hoddinott and outgoing president Mrs. Janaki Selverajan. The big ticket achievement for 2022 was to complete the new playground in the bottom playground. At the time of writing this report we are waiting for the final touches soft-fall to be installed as the final step. The school values the P&C's contributions to any large or small scale projects. On this occasion, the P&C have donated \$13,000 and have also obtained a NSW government grant for \$30K which they are donating to the school to help offset the costs of the playground project.

To the outgoing Year 6 students on behalf of all the staff, I wish you all the very best for your continued success at high school. On behalf of the school community I thank you for upholding our school values of respect, responsibility and personal best to the highest of standards.

To the staff I again extend my sincere thanks and appreciation of the extra efforts that you make for the benefit of our students. You have my full admiration.

As a school we have once again achieved outstanding literacy results in 2022. Both our internal and external data continues to clearly demonstrate a positive upwards trend since 2016 and despite the pandemic and the flood, our 2022 internal data also reflects that the improvement measures within our current school plan are being addressed.

Congratulations to all of you and thank you for the ongoing contributions that you continue to make for our outstanding school.

Mr Scott Campbell (M. Ed)

Principal

## School vision

At Point Clare Public School our community's vision for the school is to provide an inspiring and nurturing environment that encourages and values students achieving to their full academic and personal potential in an inclusive school community. Our staff, parents and students work collaboratively to foster a culture of high expectations and a strong sense of belonging for all students. At Point Clare Public School every student is known, valued and cared for.

## School context

Point Clare Public School is a unique learning environment situated on the western side of Brisbane Water on the NSW Central Coast. The school was significantly upgraded via a \$9m project build over the period 2014 - 2016. The school is now a dynamic, personalised and connected learning environment that incorporates 21st Century learning pedagogy and includes several open flexible learning spaces. The current enrollment of 504 students includes 17 Aboriginal students and 63 EAL/D students from the communities of Point Clare, Koolewong, Tascott and part of West Gosford. The school community's vision for Point Clare Public School is currently underpinned by a strong professional development program for staff, a whole school Visible Learning - School Impact Program and the consolidation of the Positive Behaviour For Learning program. Point Clare Public School is an active member of both the Gosford City Learning Community and the Cooinda AECG.

As part of our continued participation in the LEED (Leading Evidence, Evaluation and Data) project and our annual school reflection processes, we conducted a situational analysis of our school during Term 4 2021. In 2022 we again conducted a situational analysis as part of our continued monitoring of our SIP. Each situational analysis has allowed our executive team to develop a rich and highly contextualized understanding of our school's current situation. We have looked inward, outward and forward through this process and as a result we have identified three strategic directions for our school. These are:

### 1. Student growth and attainment.

Point Clare Public School has achieved impressive NAPLAN results since 2016, with a clear upward trend in the overall % of students achieving in the Top 2 bands of NAPLAN. Our required system-negotiated targets for Reading, Numeracy, Aboriginal student achievement, attendance and well-being reflect our school's high expectations culture. These targets will be complemented by a strong focus on the improvement of our NAPLAN writing results.

### 2. Enhanced Teacher Capability.

All staff at Point Clare Public School unpacked the High Impact Professional Learning (HIPL) self assessment tool. As a staff we have identified that continuation of our Visible Learning journey was a valuable exercise for all staff. We also identified two HIPL themes to focus on. These are: "Professional learning is driven by identified student needs" and "Professional learning is continuous and coherent". Our shared goals are to ensure that the most effective evidence based teaching methods are employed across the school and that staff will demonstrate, collaborate and share their expertise.

### 3. Authentic Community Consultation.

A deeper dive into our Tell Them from Me survey results and strong feedback from our community via the Family School Partnerships Framework survey helped us to identify two main elements for the school to improve. These are "Connecting learning at home and at school" and "Consultation on decision making". Our shared goal is to achieve higher levels of community satisfaction and community engagement.

## 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	Sustaining and Growing



## Strategic Direction 1: Student growth and attainment

### Purpose

The implementation of evidence based teaching and learning programs in all Stages of learning for reading, writing and numeracy will build strong foundations for academic success for all students. We will develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### 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.

- Effective Numeracy Practices
- Effective Literacy Practices
- Aboriginal Reconciliation Action Plan
- Well-being Initiatives
- Attendance Initiatives
- Effective Intervention Practices in Literacy and Numeracy

### Resources allocated to this strategic direction

**Literacy and numeracy intervention:** \$70,634.00

**Integration funding support:** \$403,803.00

**English language proficiency:** \$12,048.00

**Literacy and numeracy:** \$19,192.00

**Socio-economic background:** \$48,174.00

**Low level adjustment for disability:** \$126,944.00

**COVID ISLP:** \$104,233.00

**QTSS release:** \$45,968.00

### Summary of progress

#### EFFECTIVE LITERACY PRACTICES

This year in K-2 we have moved away from the Structured Phonics program and moved on to a different phonemic awareness program known as Heggerty's. We have been tracking our literacy data by using the departmental assessments in PLAN 2. A highlight of the year the improvement in the number of ES1 students who improved their phonemic awareness and could orally segment words of two or three phonemes into separate phonemes (e.g. c-a-t, s-u-n, k-i-ck) from 33% to 79% by the end of Term 4.

During 2022, STAGE 1 students improved their reading levels by an average of 8.6 levels per students, with most students achieving higher than the targeted levels for their year group. An impressive 62% of Stage 1 students are able to identify the number of phonemes that make up a spoken, one-syllable word comprised of less than five phonemes. In writing, Stage 1 teachers targeted specific areas including punctuation, vocabulary and sentence structure. This saw an overall improvement in the quality of students' writing tasks by an average effect size of 0.78 which is the equivalent of almost two years of improvement.

This year in 3-6 we continued to utilise the Soundwaves program and assessment platform. Where students participated in phonological and phonemic awareness skills as each week bought a new sound focus. The upper primary cohort achieved an increase in all areas of Not Evident, Developing and Achieving. Not Evident went from 27% to 18% - Developing went from 29% to 25% - Achieving went from 44% to 57%. This data shows a consistent growth as students work towards moving from Not Evident to Achieving.

During 2022, the Check-in Reading Assessment Data collated for all grades 3-6 was consistently above the state average. The data is broken into three areas of learning (processes, comprehension and vocabulary). Year 3 was 4.7% above the state average. The results show the following scores for each area of learning. (Processing - 60.1%, Comprehension - 60.2% and Vocabulary - 57.5% of the cohort was accurate). Year 4 was 4% above the state average. The results show the following scores for each area of learning. (Processing - 65%, Comprehension - 64.1% and Vocabulary - 51.4% of the cohort was accurate). Year 5 was 0.4% above the state average. The results show the following scores for each area of learning. (Processing - 45.2%, Comprehension - 53% and Vocabulary - 68.5% of the cohort was accurate). Year 6 was 0.3% above the state average. The results show the following scores for each area of learning. (Processing - 49.2%, Comprehension - 57.9% and Vocabulary - 56.3% of the cohort was accurate).

Stage 2 and 3 targeted specific areas in writing including punctuation, sentence structure and vocabulary. Teachers used a new rubric, in line with the progressions, to target these specific areas. Across the A-E grading system used in our annual reports, there was an overall improvement of grade inflation from the Semester One reports moving into Semester Two. Semester One grading average distribution: (A=0, B=11, C=106, D=40, E=0) Semester Two grading average distribution: (A=1, B=20, C=101, D=24, E=0)

**EFFECTIVE NUMERACY PRACTICES**

Kindergarten focussed on strengthening their concept knowledge of quantifying numbers with data gathered from the Interview for student reasoning - Number and place value (IfSR-NP) (70 students, 57 indicators) The units of work were changed to have a solid in depth foundation for number set in Term 1 and 2 of Kindergarten. This resulted in only 98% of students able to represent, order and use numbers to 10 consistently. Additionally 75% of ES1 could use a range of strategies to add or subtract two or more numbers within the range of 1-20 . In Stage 1, we had 74% of Year 2 students able to correctly choose from a range of known strategies to solve additive problems involving two-digit numbers.

Stage 2 and 3 focused on strengthening students knowledge around number moving into 2022. The primary focus was Additive Strategies and developing these basic skills before moving into Multiplicative thinking Strategies. Units of work were adapted to include a more hands on approach to number activities, building a solid foundation of number sense. Overall, there was an upwards shift in the number of students moving from a basic to sound grade with a decrease of 28% to 16%. The Check-in Assessment data outlined the improvements across Number Sense and Algebra: Year 3 had an increase of 4.3% of cohort percentage correct in Number Sense and Algebra from Term 4 2021 to Term 4 2022. Year 4 was above the state average with an increase of 3.3% of cohort percentage correct in Number Sense and Algebra from Term 1 2022 to Term 4 2022. Year 5 saw a decrease of 4.4% across all areas of learning and Year 6 was 1.3% above state average across all areas of learning in numeracy.

**CHECK IN ASSESSMENTS**

These assessments were conducted twice in 2022 by all grades 3-6. All four grades achieved scores above the NSW average In Reading with Year 4 achieving an average score 4% higher than NSW average. Our Years 3 and 6 students performed best on comprehension questions regarding identifying factual information and performed 14% below NSW average on questions relating to inferencing.

In Numeracy Year 6 were the only grade to perform above NSW average beating that average by 1.3% and showing strength in the area of Measurement and geometry. Interestingly grades 3,4 and 5 all performed at a high level for Statistics and Probability but underperformed compared to the NSW average on questions relating to Number Sense and Algebra.

**ABORIGINAL RECONCILIATION ACTION PLAN**

Due to the restrictions of the pandemic the RAP action team was not able to move forward with our reconciliation action plan and it's associated fourteen action items. These will be revisited and monitored in 2023 through the use of the "Narragunnawali"platform which will drive our work in Aboriginal Education. We will also embed Aboriginal and Torres Strait Islander perspectives into all classroom learning programs through the use of the Wingaru Kids platform and professional learning modules for all staff.

**WELL-BEING INITIATIVES**

In 2022, the Getting on Track in Time K-2 program commenced and was hugely beneficial for our school and school community with 68% of our K-3 students responding to the SDQ. Our school planning for Smiling Minds was expanded dramatically in 2022 to include multiple professional learning sessions for teaching staff and a targeted session delivered face to face for parents and carers.

**EFFECTIVE INTERVENTION PRACTICES IN LITERACY AND NUMERACY**

In 2022, a whole school 'Intervention Plan' to target Tier 2 and 3 students in literacy and numeracy was implemented.The funding allocated by the COVID ILSP program was reduced to \$104,233.00 and resulted in the employment of two staff for two days per week (4 days in total) to implement these programs to Tier 2 students. In addition, our allocated LaST (working 0.6 FTE) also supported the Tier 2 students. This resulted in a 3.8% reduction in the students in the bottom 2 bands in 2022.

**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
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Reading: 56.7% of students in the top two bands (or above).	In 2022 we had 51% of students achieving in the top two bands for Reading which is below the lower bound target of 54.95%. Conversely, both our Year 3 and Year 5 students achieved an average Reading score well above the NSW state average. This was 12.05 above NSW average for Year 3 and 14.89 above NSW average for Year 5. Our students have demonstrated strong understanding of locating directly stated information within a text but experienced difficulties with questions relating to inferential skills.
Numeracy: 40.4% of students in the top two bands (or above).	In 2022 we have 25% of students achieving the top 2 bands. This is down significantly from the 39% achieved in 2021 and well below the lower bound target of 38.18%. The move to online testing appears to be an issue that we need to address. On average we had students in both grades skipping in excess of 30 questions within the test environment thereby reducing their capacity to achieve higher bands. Both Year 3 (53.93% above) and Year 5 (68.97% above) achieved very good results in comparison to the NSW average for questions relating to Measurement & Geometry. In contrast we were below NSW average on questions relating to addition and subtraction problems in both grades.
Aboriginal student achievement: maintain the % of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy so that we are above the NSW Government norm.	In contrast to 2021, our Aboriginal enrolments in Years 3 and 5 were limited to 1 student in each grade. The % of students who have met the improvement measure in both Reading and Numeracy is 50%. In cohorts in which there are 10 Aboriginal students or more, we will aspire to increase the proportion of Aboriginal students achieving top 3 bands in reading and numeracy by a minimum of 10%..
Increase the percentage of students achieving expected growth in NAPLAN Reading to be above the system-negotiated lower bound target of 65.7%.	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require matching student NAPLAN results across consecutive assessments so growth can be measured (e.g. matching Year 3 2020 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be above the system-negotiated lower bound target of 60.9%.	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require matching student NAPLAN results across consecutive assessments so growth can be measured (e.g. matching Year 3 2020 scores to Year 5 2022 scores). Since NAPLAN was not run in 2020, we do not have the data needed to calculate student growth scores for 2022.
Well-being - Increase the percentage of students achieving above the system-negotiated target baseline of 85.6%	<p>The teaching staff found the TTFM well-being results concerning. The school is currently rated at 85.69% in well-being which is 2.16% below the lower bound target. This is largely due to the Sense of Belonging data which is significantly below the lower bound target (12.96% lower).</p> <p>The school has subsequently conducted a broader survey of students known as the EPOCH Measure of Adolescent Well-Being (EPOCH). The EPOCH measures characteristics that might foster well-being and physical health in adulthood including engagement, perseverance, optimism, connectedness and happiness.</p> <p>The EPOCH results indicate that our overall well-being score was 86.4% for all students in Years 4 to 6. This is above the baseline target.</p>
Attendance Targets:maintain student attendance rate above 87.3% (lower bound system-negotiated target)	Attendance data for 2022 was again significantly affected by COVID and therefore we have not reached our target. At the beginning of the year, a significant number of families (29) held their children back from returning to school due to concerns about COVID-19. We have followed the DOE Student Attendance Policy and the Student Attendance in Government Schools -Procedures. We received guidance and feedback from the HSLO in 2022 which confirmed that our processes were clear and a model of good practice.



## Strategic Direction 2: Enhancing Teacher Capability

### Purpose

The implementation of a school-wide teacher professional development program that focuses on strengthening student achievement by improving teacher quality under the framework for High Impact Professional Learning (HIPL). Our focus will be on individual professional development that supports our school strategic vision and priorities whilst also supporting our staff to effectively plan for and evaluate their impact on the learning of their students.

### 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.

- Visible Learning: School Impact Program
- High Impact Professional Learning Program

### Resources allocated to this strategic direction

**Professional learning:** \$31,000.00

**Socio-economic background:** \$14,000.00

### Summary of progress

#### VISIBLE LEARNING SCHOOL IMPACT PROGRAM

In 2022 we entered the fourth year of our Visible Learning journey. In 2022, our TPL focus moved towards teachers identifying small group LISC and backward mapped programming. Mathematics was a strong focus as was the development of a consistent programming and teaching model which encompassed differentiated small group delivery with specific LISC for each group. Additionally, we further developed our feedback processes in terms of task feedback.

New staff were given the opportunity to complete a self-paced online Visible Learning course. This course was supported by a Visible Learning+Consultant through ZOOM sessions and online discussions over a 5 week period. All executive staff were given the option to complete either "Visible Learning for Mathematics" or "Visible Learning for Literacy" and then lead small groups of either K-2 staff or 3-6 staff over the same content.

#### HIGH IMPACT PROFESSIONAL LEARNING PROGRAM

Throughout 2022, a consistent approach to Maths PL was delivered with two sessions held each term led by the Assistant Principal for Stage 3. The sessions contained a strong focus on differentiation and LISC within each Stage cohort. In terms of our initiatives targeting the element "Professional learning is continuous and coherent" it is apparent that all staff now have a shared understanding that there is a link between the goals articulated in their individual PDPs and professional learning activities undertaken during the year.

Due to our participation in the 2022 LEED project and complementary in house PL, our executive team have a deeper understanding of a wider variety of feedback processes. This will help us to develop peer feedback mechanisms within the school to capture the student voice. Additionally, in 2023 we will be having a heavy focus on developing school wide feedback processes in terms of task feedback, process feedback, feed forward and self regulated feedback.

### 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
Collective teacher efficacy (CTE) has a minimum effect size of 0.4 per calendar year as measured by the Teacher Efficacy Scale (TES) against the 2021 baseline data.	Teaching staff have completed the TES assessment at the Term 4 Staff Development Day. 2022 The data achieved indicates an overall effect size of 0.86 which is double the anticipated or expected size. The improvement in responses could be partly attributed to positivity resulting from coming out of the pandemic and students returning to school. Other contributing factors could be the influence of the PBL program on student behaviours.
Clear evidence that we have achieved	As part of our self assessment process we believe we have strong evidence

<p>Sustaining &amp; Growing for at least two themes of both "Data Skills &amp; Use" and "Learning &amp; Development" in the Teaching Domain.</p>	<p>that meets the sustaining and growing definitions for the following themes:</p> <ol style="list-style-type: none"> <li>1. Data Skills and Use - "Data use in planning" and "Data Analysis"</li> <li>2. Learning and Development - "Collaborative practice and feedback" &amp; "Coaching and Mentoring"</li> </ol>
<p>SCOUT dashboard data for Professional Learning Per Employee improves from 2021 baseline of 6.34 hrs per employee to 12.68 hrs per employee.</p>	<p>Despite all staff attending and completing all mandatory PL and additional PL from Smiling Minds, Rock and Water, level 1 Coaching courses Corwin Australia, Heggertys Phonemic Awareness, new syllabus implementation days and Anita Chin Mathematics just to name a few, the data provide by SCOUT indicates that we have completed less PL per employee on average with our baseline reducing to 5.58 hours. This data is clearly inaccurate and a false representation of what was completed at PCPS in 2022.</p>
<p>The 2021 staff determination is that we are "Delivering". The 2022 progress measure is attainment of a "Sustaining &amp; Growing" self assessment for at least 5 themes in the HIPL self assessment tool.</p>	<p>Following our annual situational analysis in Term 4, 2022 our executive team have identified the following themes in the HIPL as being at "Sustaining &amp; Growing":</p> <ol style="list-style-type: none"> <li>2.1 School developed professional learning plan</li> <li>3.3. Collaborate to address identified areas for development related to limited student progress</li> <li>4.1 Establish a link between PL and individual development</li> <li>4.2 Establish link between PL and continuous school improvement</li> <li>5.1 Foster a culture of individual and shared responsibility for student outcomes</li> </ol>

## Strategic Direction 3: Authentic Community Engagement

### Purpose

To further develop staff capabilities in fostering and promoting effective and genuine community engagement. This will be achieved by concentrating our collaborative efforts into addressing the key dimensions of the Family School Partnerships Framework. There will be strong focuses on connecting with our Aboriginal community, the Cooina AECG and the Point Clare Public School P & C Association.

### 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.

- Connecting learning at home and at school
- Consultation on decision making

### Resources allocated to this strategic direction

**QTSS release:** \$13,880.00

**Integration funding support:** \$10,000.00

**Aboriginal background:** \$13,930.00

### Summary of progress

In 2022 the school attempted to address the two main concerns raised by the community during the pandemic. These being, connecting learning at home and at school and consultation on decision making. To address these areas of concern, we provided a parental information session each term during 2022. During Term 1 we targeted the Smiling Minds initiative with a face to face information session after school hours at 6 pm. We had 30 respondents but only 14 attendees. In Term 2, we provided a technology information session during the afternoon session between 2 and 3 pm to capture the parents who congregate before the school bell. This session attracted 12 attendees. In Term 3 we provided an online webinar regarding the Peer Support Program which was downloadable and viewable at anytime by parents. In the week it was presented live, 9 parents viewed the presentation. Subsequently, there have been 30 distinct viewers of the presentation. In Term 4 of 2022 we hosted our first ever Kindergarten 'Jump Start' Transition BBQ at 11 am to welcome all of the families who will be joining us with a Kindergarten child in 2023. This event attracted 67 families to the school.

### CONNECTING LEARNING AT HOME AND AT SCHOOL

We attempted to launch the SENTRAL PARENT PORTAL during 2021 but it's uptake was limited due to the pandemic and the associated restrictions. As students returned from home learning in 2022 we attempted to relaunch the portal with much greater success. By the end of 2022 we had in excess of 800 distinct users of the SENTRAL PARENT PORTAL and had transitioned procedures such as absence notes and permissions slips from paper based to online submissions. Six staff attended PL relating to the management of the parent portal.

### STUDENT LED CONFERENCING (SLC) AND CONNECTION WITH HOME AND SCHOOL

The restrictions of the pandemic stopped the implementation of the SLCs in 2022. Staff conducted phone interviews with a success rate of 78% of parents being contactable and agreeing to a phone interview. The teaching staff plan to hold a version of Student led Conferences in Education Week 2023 with Parent Teacher Interview

### CONSULTATION ON DECISION MAKING

Again the restrictions of the pandemic stopped the implementation of the Reconciliation Action Plan and the Sustainable Gardens Initiative in 2022. The P&C secured a Landcare grant for \$1500 to support the development of a bush tucker garden but were unable plant the seedlings in the desired located due to other construction issues. The seedlings have been planted in large pots whilst we wait for access to the designated garden space.

### 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
<p>Tell Them From Me (TTFM) data for "Two-way Communication with Parents: Parents are informed" will demonstrate improvement of PCPS mean score of 6.0 to better than the NSW Govt Norm (6.6).</p>	<p>The school received only 16 parent responses to the TTFM surveys in 2022. On the "Parents are informed" measure the school's mean was 5.9 with which was below the NSW Govt Norm of 6.6. Of the 6 measures we scored under the NSW mean on four of those. These being:</p> <p>I am informed about my child's behaviour at school, whether positive or negative. 5.9</p> <p>The teachers would inform me if my child were not making adequate progress in school subjects. 5.9</p> <p>I am well informed about my child's progress in school subjects. 5.2</p> <p>I am informed about opportunities concerning my child's future. 4.5</p> <p>I am informed about my child's social and emotional development. 5.1</p>
<p>Improve TTFM data for "Two-way Communication with Parents: Parents feel welcome" from baseline score of 6.8 to 7.1 or above.</p>	<p>The 16 respondents have given feedback resulting in a school mean of 7.0 which is a 0.2 improvement from 2021 but still below the NSW Govt Norm of 7.4. Three measures were below the improvement measure target. These are:</p> <p>I am well informed about school activities. 6.3</p> <p>I can easily speak with the school principal. 4.7</p> <p>Parent activities are scheduled at times when I can attend. 5.2</p>
<p>Point Clare Public School will achieve an average uplift of 10% in all seven domains of the Family School Partnerships Framework surveys by 2024.</p>	<p>This improvement measure will be surveyed in Term 4 - 2023.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$413,803.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Point Clare Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Literacy Practices</li> <li>• Connecting learning at home and at school</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers for the implementation of reasonable adjustments as per the PLSP.</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Integration funding support (IFS) allocations support eligible students at Point Clare 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:</p> <ul style="list-style-type: none"> <li>* SLSO staffing to assist students with additional learning needs in the classroom and playground</li> <li>* Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' Individual Education Plans (IEPs), Risk Management Plans (RMPs) and Behaviour Management Plans (BMPs)</li> </ul> <p>implementation of targeted programs to differentiate teaching and learning programs</p> <p>The allocation of this funding has resulted in the following impact:</p> <p>A comprehensive learning and support program was delivered across all grades K-6 to 16 students under the Integration Funding Support program. This was supported by high-quality professional learning for teaching and SASS staff, to build their capacity with the delivery of reasonable and more significant adjustments for students with a disability, as well as differentiated teaching and adjustments for other students requiring support across a range of areas. PL was also delivered to build teacher capacity in the development of IEPs, BMPs and RMPs, which has resulted in more rigorous processes for learning support across the school, a deeper understanding of how SLSO staff can be better utilised to support students and a greater understanding of supporting students with additional needs.</p> <p>After evaluation, the next steps to support our students will be: In 2022, the revised learning and support processes school wide were implemented. This ensured all staff received quality PL and capacity was built to deliver differentiated learning programs to meet the needs of students with disabilities and the development of effective plans for students. SLSO staff were also provided with quality PL regarding numeracy and literacy support for intervention programs and this has been so successful, that it will continue into 2023 for Tier 3 students.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>The allocation of a new staff member to take on the Learning and Support Teacher role, will be instrumental in supporting and building teacher capacity in the delivery of differentiated programs for students with additional needs. In addition, the implementation of the SLSO intervention model for Tier 3 students, as well as students funded by integration funding</p>



<p>Integration funding support</p> <p>\$413,803.00</p>	<p>support, will continue. The recruitment of the Assistant Principal Curriculum &amp; Instruction will be instrumental in this process, as this staff member will lead curriculum intervention with the SLSO team and intervention staff.</p>
<p>Professional learning</p> <p>\$31,000.00</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 Point Clare Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Visible Learning: School Impact Program</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• staff attending external Visible Learning professional development led by Corwin Australia in Mathematics and Literacy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Visible learning program has been incredibly significantly in our school. We have achieved high levels of teacher efficacy (&gt;0.4) in regards to our shared understanding of how to best use feedback processes, the use of learning intentions and and the implementation of success criteria in Literacy and Numeracy lessons. The use of "waggolls" and student learning goals across the school has further enhanced our consistency of teacher judgement, particularly in relation to the teaching and assessment of writing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 our focus will move from writing improvement to addressing areas of concern in Numeracy where the students have under performed in comparison to the NSW average. Further professional learning will be undertaken in relation to improving feedback mechanisms within the school and developing the student voice in terms of feedback between peers.</p>
<p>Socio-economic background</p> <p>\$62,174.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Point Clare Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Literacy Practices</li> <li>• High Impact Professional Learning Program</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through Trauma Informed Practice sessions to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Whole school commitment to the Smiling Minds platform is evident K-6. All classes have implemented the program and are reporting positively on the levels of student engagement. Planned parental workshops were held in Term 1 with 30 parents registering for the workshop. The GOT-IT program was launched and ran very successfully with 68% of parents responding. Referrals to additional services occurred for 21 families and a total of 14 families participated in the GOT-IT program held within the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 we are planning to provide more regular opportunities for parents and carers to learn about school based initiatives and to provide further well being supports. The GOT-IT program highlighted the need to have strong</p>

<p>Socio-economic background</p> <p>\$62,174.00</p>	<p>referral processes in place for services such as CAMHS. While the GOT-IT program is now finalised, the school is now partnered with Central Coast Health through the WHIN ( Well-being Health In-reach Nursing )initiative which will see supports in place for our identified families. The Sustainable Kitchen garden program will be a renewed curriculum focus for all stages of learning in 2023.</p>
<p>Aboriginal background</p> <p>\$13,930.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Point Clare 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Consultation on decision making</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• Development of the Point Clare Public School - Reconciliation Action Plan</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A large number of activities planned for Aboriginal Education were cancelled due to the COVID restrictions. However, we were able to conduct our own NAIDOC Week event which was supported by Speaking in Colour. The activities included Possum Furs, Weaving, Artefacts, Torres Strait Islander Dancing, Traditional Storytelling and Aboriginal Art appreciation.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Our Reconciliation Action Plan (RAP) will be completed for submission to the Term 4 - 2023 AECG meeting.</p>
<p>English language proficiency</p> <p>\$12,048.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Point Clare Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Literacy Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: Overview of activities partially or fully funded with this equity loading include: * provision of additional EAL/D support in the classroom and as part of differentiation initiatives * withdrawal lessons for small group (developing) and individual (emerging) support * engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms * provide EAL/D Progression levelling PL to staff</p> <p>The allocation of this funding has resulted in the following impact: The EAL/D teacher still supported 16 students from a diverse range of</p>

<p>English language proficiency</p> <p>\$12,048.00</p>	<p>backgrounds. The majority of the EAL/D students were supported in the development of their writing skills.. Individual adjustments were made in relation to vocabulary development and reading comprehension. Two students in Kindergarten were provided with intensive support due to their limited exposure to the English language and both moved from the beginning to emerging phases. The EAL/D teacher also submitted 7 EAL/D students in the 'Sam Lewis Peach Prize' through NSWTF with one winning a merit award, and two others taking our 1st and 2nd prize in this statewide competition.</p> <p>After evaluation, the next steps to support our students will be: The EAL/D teacher will continue in the role next year and will provide further PL for the teaching staff around how to best support our EAL/D students in the classroom environment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The EAL/D teacher will provide further PL on how staff can support EAL/D students in their classrooms and deepen their knowledge of how to differentiate their learning programs.</p>
<p>Low level adjustment for disability</p> <p>\$126,944.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Point Clare Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Numeracy Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majoring of the low level adjustment for disability funds are consumed by a staffing allocation for the Learning &amp; Support Teacher (LAST). In 2022 our LAST has been able to work closely with the COVID ISLP staff to provide structure and routine that has benefited the students during the pandemic. This has included the provision of individualised learning adjustments for all identified students on the COVID ISLP and for all funded students. Unfortunately the role and it's impact was significantly impacted by ongoing COVID related illnesses and a lack of available casual staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 we have been allocated an additional 0.4 FTE in LAST staffing. The staff member appointed will work closely with the APCI to help classroom teachers to develop reasonable adjustments for students requiring additional supports in the classroom.</p>
<p>QTSS release</p> <p>\$59,848.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Point Clare Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Numeracy Practices</li> <li>• Connecting learning at home and at school</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic</li> </ul>

<p>QTSS release</p> <p>\$59,848.00</p>	<p>Improvement Plan and develop the capacity of staff</p> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022 we utilised the QTSS funding to provide an Instructional Leadership (IL) program 2 days per week. Feedback from staff indicated that staff valued the support of the IL particularly in regards to supporting improvement in the teaching of Mathematics. The development of the SLC as part of the annual student assessment and reporting routine was not achieved as the restrictions from the pandemic limited the scope of what the staff expected to achieve. Significant progress was made in terms of developing student portfolios using the Bulb platform.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school has been allocated a 1.0 FTE APCI for 2023 so the Instructional Leadership role will no longer continue in its current format. The teaching staff have voted to form an assessment and reporting committee to remodel and redesign the reporting process to also incorporate student led conferencing during Education Week in 2023.</p>
<p>Literacy and numeracy intervention</p> <p>\$70,634.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Point Clare Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Literacy Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teacher appointed 0.63 FTE. Unfortunately the teacher resigned at the end of Term 1 2022 and the plans for the teacher to support both the LAST and the COVID ISLP plans were delayed significantly whilst we sought a suitable replacement. Eventually we extended the days per week of the COVID tutors to further support that program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This funding will no longer be available in 2023. This will be transitioned into the new Assistant Principal - Curriculum &amp; Instruction role of 1.0 FTE.</p>
<p>COVID ILSP</p> <p>\$104,233.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• development of resources and planning of small group tuition</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Three tutors were employed under the COVID Intensive Learning Support initiative. Each Stage of learning developed their own support plan for the</p>

<p>COVID ILSP</p> <p>\$104,233.00</p>	<p>identified students in their respective Stage. All tutors provided 4 hours of support Monday to Wednesday. The levels of engagement improved dramatically compared to 2022 with the return to face to face teaching.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, a targeted whole school 'Intervention Plan' to target Tier 2 and 3 students in literacy and numeracy will be implemented. The funding allocated by the COVID ILSP program is anticipated to be reduced to Semester 1 only for 0.4 FTE.</p>
<p>Literacy and numeracy</p> <p>\$19,192.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Point Clare Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Literacy Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students, staff and parents K-6 have had access to a wide variety of online digital subscriptions in both Literacy &amp; Numeracy in 2022. The usage data for all platforms increased significantly with the end of the pandemic as students returned from learning at home.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 we will be providing additional parent workshops from Inter-relate and Maggie Dent as well as targeted literacy and numeracy sessions for our K-2 parents as the new syllabus documents are implemented. The goal here is to improve the connection between learning at school and learning at home. Some online curriculum programs will not be continued whilst Wushka will be adopted as a home reading scheme replacement for Reading Eggs.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	249	247	245	213
Girls	277	280	283	283

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.8	94.0	94.7	88.0
1	94.7	91.4	93.9	87.1
2	92.6	92.2	94.4	87.7
3	93.7	94.0	94.1	88.3
4	93.6	92.9	93.2	89.0
5	94.4	92.4	92.4	88.2
6	94.0	93.9	92.1	87.4
All Years	94.0	92.9	93.6	88.0
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

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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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.49
Literacy and Numeracy Intervent	0.63
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.96

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	619,416
<b>Revenue</b>	4,957,550
Appropriation	4,744,176
Sale of Goods and Services	766
Grants and contributions	205,956
Investment income	6,453
Other revenue	200
<b>Expenses</b>	-5,111,070
Employee related	-4,677,314
Operating expenses	-433,755
<b>Surplus / deficit for the year</b>	-153,519
<b>Closing Balance</b>	465,897

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	403,803
<b>Equity Total</b>	201,095
Equity - Aboriginal	13,930
Equity - Socio-economic	48,174
Equity - Language	12,048
Equity - Disability	126,944
<b>Base Total</b>	3,557,421
Base - Per Capita	133,415
Base - Location	0
Base - Other	3,424,006
<b>Other Total</b>	423,379
<b>Grand Total</b>	4,585,698

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Parent / caregivers

In 2022 we received more than double the responses to TTFM from parents and carers than in 2021. The Tell Them From Me (TTFM) online survey covers a range of school operations; including overall satisfaction, communication, inclusiveness, behaviour and safety.

- \* 94% of parents feel that formal interviews are the most useful type of communication.
- \* 88% of parents feel that their children are clear about the rules for school behaviour.
- \* 86% of parents feel that the school's administrative staff are helpful.
- \* 85% of parents feel that their children are safe travelling to and from school.
- \* 82% of parents feel that they encourage their children to do well at school.
- \* 80% of parents and carers feel welcome when they visit the school.
- \* 77% of parents and carers feel that student reports are written in terms they understand.

## Students

213 students in Years 4 to 6 provided the school with feedback through the Tell Them From Me online surveys conducted in Terms 1 and 4, 2022.

- \* 75% of students (compared to the NSW Government norm of 81%) indicated they felt a positive sense of belonging.
- \* 94% of students articulated that they valued positive behaviour compared to the NSW Government norm 83%.
- \* Only 22% of our students identify as being a victim of bullying compared to the NSW norm of 36%.
- \* 43% of our students feel that they can pursue their goals to completion, even when faced with obstacles.
- \* 74% of our students set challenging goals for themselves. Girls reported higher average rates of setting challenging goals (83%) than boys.
- \* While 31% of students felt that they received great feedback whilst learning from home, only 15% felt connected to school.

## Teachers

16 teachers from Point Clare Public School completed the Tell Them For Me staff surveys. Our results indicate high levels of teacher efficacy in relation to the 8 drivers for student learning, the survey converted the results to a 10 point scale (with 0 indicates a strong disagreement, 5 a neutral position and 10 indicating a strong agreement).

Our school means were all above NSW state average:

- \* School leadership 7.9 (NSW GOVT norm 7.1)
- \* Collaboration 8.4 (NSW GOVT norm 7.8)
- \* Learning Culture 8.3 (NSW GOVT norm 8.0)
- \* Data Informs Practice 7.9 (NSW GOVT norm 7.8)
- \* Teaching Strategies 8.3 (NSW GOVT norm 7.9)
- \* Technology 7.1 (NSW GOVT norm 6.7)
- \* Inclusive School 8.3 (NSW GOVT norm 8.2)
- \* Parent Involvement 7.1 (NSW GOVT norm 6.8)

# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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Just like 2021 many of our usual events and practices to support Aboriginal Education were not able to proceed in 2022 due to the flooding event. The major projects identified by our Aboriginal Education Action team in our Reconciliation Action Plan (RAP) remain incomplete and will be our key actions in 2023.

Our team will ensure delivery of our Reconciliation Action Plan (RAP) to the Cooina AECG during Term 4 of 2023 for their approval. This document will then form the ongoing basis for Point Clare Public School to deliver positive outcomes for Aboriginal students at our school.

## Anti-Racism Policy

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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.

## Anti-Racism - School statement

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Point Clare Public School continues to successfully implement the Anti-Racism Policy and have a staff-elected ARCO (Anti-racism Contact Officer) Mrs Juanita Lavelle who has a mediation, procedural, educational, and monitoring role. There were no incidents of racism reported to our ARCO in 2022.

## Multicultural Education Policy

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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.

## Multicultural and anti-racism education - School Statement

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In 2022, Point Clare Public School is comprised of 34 distinct cultures represented by 97 students. This represents almost 20% of our school population. We have continued to employ an English as an additional language or dialect (EAL/D) teacher for two (2) days per week in 2022.

Fortunately in 2022 we were able to celebrate Harmony Week with the theme being 'Everyone Belongs'. PCPS students were encouraged to either dress in cultural attire or are invited to wear a 'touch' of orange. Many students also completed excellent reflective tasks in their classes that supported the theme of 'Everyone Belongs'. It was a great

showcase of culture for our school.

In 2022 our teachers have continued to focus on developing a greater shared understanding of "Intercultural understanding" which is a key capability in NSW syllabuses learning across the curriculum content. Teachers at Point Clare Public School understand the complexities of culture, its relationship with individual identities, views and perspectives.