

# 2022 Annual Report

Southern Cross Public School



# SOUTHERN CROSS

## PUBLIC SCHOOL

4428

# Introduction

The Annual Report for 2022 is provided to the community of Southern Cross 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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## School vision

Our school is a vibrant, innovative and dynamic learning community that is committed to fostering excellence within a rich and diverse learning environment through strong collaboration.

## School context

Southern Cross Public School is located in North Eastern NSW and has a student enrolment of 396, including 9% Aboriginal students, with continued growth expected to meet the needs of our community. Our school offers 4 support classes that cater to the needs of students with moderate to severe intellectual disabilities and students with Autism Spectrum Disorder. There is a focus on challenging students to reach their full potential through robust differentiation and feedback, and extension programs. Extra-curricular opportunities in Sport, Science, Technology, cultural, Creative and Performing Arts, enabling our students to excel through a range of different experiences. The school aims to develop a culture of connectedness, inclusion and belonging with students, staff, families, and the wider community working together to promote school excellence. As a result of comprehensive self reflection process our school is focused on how we successfully plan for and deliver quality differentiated content and instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis the school has identified system-negotiated target areas in Reading and Numeracy. Our work with individual students will be responsive and closely monitored. Individual, system-negotiated targeted support will be provided where growth is not evident. Continual monitoring of student performance data will determine areas of need and growth at a class and school level and the involvement of the whole school community in this process will be essential for success.

## 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

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success.

### 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.

- Explicit Teaching of Reading
- Reading and Numeracy Interventions
- Data Driven Practices

### Resources allocated to this strategic direction

**School support allocation (principal support):** \$27,000.00

**Literacy and numeracy intervention:** \$60,333.00

**Literacy and numeracy:** \$7,593.00

**Low level adjustment for disability:** \$117,683.00

**Aboriginal background:** \$32,195.00

**Professional learning:** \$21,326.00

**Socio-economic background:** \$57,000.00

### Summary of progress

Leading both curriculum implementation of the new K-2 Literacy and Numeracy syllabus and the embedded practice of consistent data collection and analysis practices through Collaborative Response has provided our students with clear support, tracking of progress, and provision of appropriate learning opportunities. The school has developed universal practices in the delivery of literacy and numeracy and these explicit teaching opportunities are presented for all students. Support and guidance are provided with individualised learning opportunities for tier 3 students with extension opportunities provided for those students achieving above expectations, through streamed literacy and numeracy lessons. These practices has supported the school in continuing to achieve positive results in all measures, including achieving top 2 schools in the tweed/Richmond in NAPLAN 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
The proportion of students achieving annual expected growth in NAPLAN Numeracy is working towards the system negotiated lower bound targets	Unable to provide an analytical review of this target as this cohort did not sit NAPLAN in 2020. We can triangulate with local measures, Check in assessment and the cohort has demonstrated positive growth in Numeracy and working above both state and SSG comparisons, with a consistent differentiation of 5% above State average and 10% above Schools of Similar Grouping.
The proportion of students achieving in the top two bands of NAPLAN Numeracy exceeds the lower bound system negotiated target.	Our 2022 NAPLAN data indicates that 38% of our year 3 students achieved in the top two bands for numeracy which exceeds our lower bound system negotiated target. Our year 5 NAPLAN numeracy data, however, indicates that 32% of students achieved in the top two bands which is slightly below our lower bound negotiated target, though does exceed the baseline target of 28.5%.
The proportion of students achieving in the top two bands of NAPLAN Reading meets the lower bound system negotiated target.	The school has exceeded the lower bound system negotiated target in reading with 58% of our year 3 students and 51% of our year 5 students achieving the top two bands for reading.
The proportion of students achieving annual expected growth in NAPLAN	Unable to provide an analytical review of this target as this cohort did not sit NAPLAN in 2020. We can triangulate with local measures, Year 4 and 6

Reading is working towards the system negotiated lower bound targets.	Check in assessment and the cohort has demonstrated positive growth in Reading and working at both state and SSG comparisons, with a consistent differentiation of 5% above State average and 10% above Schools of Similar Grouping.
80+% or above of students in Year 1-6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start of year to end year scale scores in the Progressive Achievement Test (PAT) in Maths.	Our PAT reading results indicate that 70% of our students from Year 1 to Year 6 demonstrated growth when comparing their scale scores from the start to the end of the year. Using the effect size formula, this growth exceeds the 0.4 growth for the year. Our whole school-tiered interventions and streaming class practices have influenced the positive growth shown by students from the beginning to the end of the year.
80+% or above of students in Year 1-6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start of year to end year scale scores in the Progressive Achievement Test (PAT) in reading.	Our PAT reading results indicate that 61% of our students from Year 1 to Year 6 demonstrated growth when comparing their scale scores from the start to the end of the year. Using the effect size formula, this growth exceeds the 0.4 growth for the year. The triangulation of this data with internal assessments indicates that the implementation of our whole school effective reading practices is having a positive effect on student learning and achievement.
The school self-assesses at the Sustaining and Growing level of the Student Performance Measures Element, although meets an Excelling level of Value Add and NAPLAN themes of the Learning Domain of the School Excellence Framework	Our school continues to achieve at Sustaining and Growing overall, with elements of excelling with Data practices, which drive teaching and learning within a culture of positive, consistent and productive learning environment. All staff using school-wide approaches to promote a positive learning culture.
Finalising executive staff training and Development. Beginning to implement training into Early stage 1 and stage 1 teaching staff engaged in training and development for Effective Reading practices.	100% of staff from Kindergarten to Year 6 have participated in professional learning to develop their understanding of effective reading practices. Staff have completed professional reading and have been provided various professional learning opportunities through our school-based reading website. In addition, individual mentoring has been provided to staff to support the implementation of effective reading practices including, fluency partners, close reading, and extended reading.

## Strategic Direction 2: A culture of learning

### Purpose

To deliver highly engaging learning opportunities for all students that inspire passion in learning, foster creativity and develops critical thinkers in an environment of collaboration.

### 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.

- Learning engagement
- Learning Dispositions

### Resources allocated to this strategic direction

**QTSS release:** \$83,662.00

**Socio-economic background:** \$12,352.00

**Location:** \$3,911.00

### Summary of progress

Learning engagement continues to be a priority of our school to improve the learning opportunities, relevance and inquiry focus. We have implemented Project based learning through stage teams, along with KAGAN cooperative structures and a focus on learning dispositions to promote positive attitudes to learning and student wellbeing. These overarching concepts have supported the students to engage with their learning in an environment that is supportive, collaborative and engaging. Our school has aligned the merit system and student reporting to be focused on collaboration and learning dispositions with a positive impact on student behaviour and attitudes towards learning.

### 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
The school is self-assessed at the Excelling level in the Learning Domain and in the element of Wellbeing.	Whilst we have implemented whole school practices and procedures to support students wellbeing, we continue to strive for excellence as presented in the Tell Them From Me survey with 70% of students indicating a sense of belonging. There continues to be a strong indication of positive behaviour at school with our students recording 89%. Bullying and antisocial behaviour is below the state average, however, continues to be a focus to improve.
The proportion of students identifying a 'Sense of Belonging' in the Tell Them From Me survey is working towards the upper bound system negotiated target.	Increasing the shared responsibility of stage teams and students within the stage has had a positive impact on this measure with an increase of 4% from the beginning of the year. We continue to implement whole school and classroom management strategies, such as; class meetings, appreciations slips and post cards to support the sense of belonging. WIN WIN behaviour management strategies and KAGAN structures continue to grow and support students, learning engagement and voice. As these develop we aim to improve the sense of belonging to be at the upper system negotiated target.
The school is self-assessed in the Learning Cultures Element of the Learning Domain as Excelling in the themes of High expectations and Sustaining and Growing in Attendance of the School Excellence Framework.	Our attendance practices and monitor, recording and reporting continue to be a positive aspect in attendance. The impact of the floods, pandemic, flu season and the resulting transient population has impacted on the schools overall attendance data. We are well below the high expectations of 94% attendance and the 80% above 90% attendance rate. The review of the year and our practices have indicated that further community engagement and promotion needs to occur to support the schools procedures.
The proportion of students attending	Did not achieve as per above: Our attendance practices and monitor,

<p>school more than 90% will increase by 5% on 2021 baseline data.</p>	<p>recording and reporting continue to be a positive in attendance. The impact of the floods, pandemic, flu season and the resulting transient population has impacted on the schools overall attendance data. We are well below the high expectations of 94% attendance and the 80% above 90% attendance rate. The review of the year and our practices have indicated that further community engagement and promotion needs to occur to support the schools procedures.</p>
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## Strategic Direction 3: Teaching and leading

### Purpose

Provide the pedagogy and practices which support all staff to perform at high standards on the Australian Professional Standards for Teachers for our students' improved learning outcomes and learning community.

### 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.

- Professional Growth
- Educational Leadership

### Resources allocated to this strategic direction

**Professional learning:** \$15,000.00

**Beginning teacher support:** \$4,000.00

### Summary of progress

Our school continues to focus on authentic collaboration, professional growth and feedback to support focus areas to improve, Generative dialogue through both the North Coast Improving Schools Initiative, as well as the practice of 30 day conversations with staff regarding their Professional Development Plan and guiding questions supports the focus on staff inquiry into pedagogy, practice and content. 100% of staff engaged in professional growth, program feedback and both mentoring and mentee practices to support pedagogical improvements.

### 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
The school is self-assessed at the Excelling level of the themes of Teaching and Learning Programs and working towards Excelling in Differentiation, in the element of Curriculum of the Learning Domain of the School Excellence Framework.	Stages collaboratively devise learning opportunities with the support of KLA teams guiding the development. Differentiation is embedded into practice with streaming of stages for Literacy and Numeracy with key entry points for extension and support for students throughout the learning. Differentiation is presented in learning programs, student individual learning goals and plans as well as unit development. Staff collaborate with each other and external supports in the implementation, review and refinement of the new syllabus and units of work to ensure learning is engaging, supportive and explicitly taught.
All staff engaged in the professional development and growth cycle - Improving schools initiative. Increase of staff recording and registering training and development to meet departmental targets of hours of professional learning per employee.	Staff are provided opportunity to collaborate with professional learning, both online and face to face. Each staff member has presented and engaged in the generative dialogue cycle of 30 day conversations to achieve their guiding question through collaboration and inquiry application. All staff have engaged in lesson observations and feedback from supervisors, peers and students to support professional growth around the target areas of professional goals. All staff engage in program support, development and feedback from supervisors to ensure both compliance and high standards of teaching and learning opportunities for our students.
The school is self-assessed at the Excelling level of the Educational Leadership Element in the theme of High Expectations Culture of the Leading Domain of the School Excellence Framework.	Our school continues to strive for overall excellence in the domain of Educational Leadership, we have excellent process and practices which support the continual improvements of the school and student learning outcomes. Administrative practices for data and reporting have been streamlined to support teachers with the support or administration staff. School resources are flexible and strategically managed to support and engage student learning. The area of community engagement, participation and input continues to be a challenge with only 3% of parents engaged in meetings and providing input in 2022.

<p>100% of staff engaged in reflective teaching practices through Educator Impact procedures and reflecting on mentor and student feedback.</p>	<p>All staff have engaged in reflective practices through the educator Impact procedures and have presented and modified professional Learning goals through their PDP process and interviews throughout the year. All new staff and staff requiring further support are presented with ongoing support through the Generative Dialogue approach through the improving schools initiative. All staff have participated in 30 day conversations with 50% of these conducted in a timely and effective manner. A continued focus on embedding this practice into our routines is required to support the increase of effectiveness.</p>
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Funding sources	Impact achieved this year
<p>Literacy and numeracy</p> <p>\$7,593.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Southern Cross 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>• Reading and Numeracy Interventions</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>• employment of an additional Learning and Support intervention teacher</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Providing support and assistance to students, Learning and Support Team and Classrooms teachers to develop programs, learning material and learning adjustments to achieve at stage expectations. 85% of students achieved at stage expectations, with 5% well below and continuing additional support. 10% of students are just below stage expectations and their learning needs are being met through Individual learning plans and classroom adjustments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Introducing the content and structures of the new syllabus and extending the practice of decodable texts for reading development. Additional support and training for SLSOs to assist and present learning support for students well below expectations. We continue to provide additional support and training for staff in the new syllabus and practices including the the new stage 2 and 3 curriculum.</p>
<p>Professional learning</p> <p>\$36,326.00</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 Southern Cross 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>• Reading and Numeracy Interventions</li> <li>• Data Driven Practices</li> <li>• Professional Growth</li> <li>• Explicit Teaching of Reading</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff have had training and development in best practice and research based practice in the delivery and learning of reading. A whole school process has been implemented providing consistent reading, literacy and learning support, timetabled and supported in class. K-2 have implemented the new syllabus, as an early adopter school, with reflection and adjustments provided to support the development of improved practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Introduction of the new syllabus to 3-6 and support with appropriate reading, training and development. Review assessment practices to ensure that these are in line with the new content requirements.</p>

<p>Socio-economic background</p> <p>\$69,352.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Southern Cross 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>• Learning engagement</li> <li>• Explicit Teaching of Reading</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>• staff release to increase community engagement</li> <li>• employment of additional staff to support Road to Reading program implementation.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Allocation of additional support has ensured that all students have access to appropriate and required learning and support. All students have access to quality and appropriate resources and materials. No students miss out on excursions, events or resources, including uniforms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Develop a process of advocacy with the students and teachers to ensure that all students continue to have access to people and resources to meet their needs. Continue improvements of KAGAN win win structures to support student advocacy.</p>
<p>Aboriginal background</p> <p>\$32,195.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Southern Cross 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>• Reading and Numeracy Interventions</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>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All indigenous students have a Personalised Learning Plan in consultation with the student and parents. Students are supported in the implementation and review of these plans and recognised for achievements. Additional support with SLSO provided to ensure that all students are working within their stage expectations. Continue support of resources and access to activities to ensure participation. Embedded content or perspectives in content and excursions to ensure a respectful and informative approach to Aboriginal education is achieved.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Introduction of local language into the curriculum and inclusion of local elders into the delivery of local context and significant sites.</p>
<p>Low level adjustment for disability</p> <p>\$117,683.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Southern Cross Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$117,683.00</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>• Reading and Numeracy Interventions</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention, road to reading and Quicksmart to increase learning outcomes</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students have Individual Learning Goals and Plans. Each student has support through the Learning and Support Team and Student Learning and Support Officer to work on Individualised Learning Goals</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue implementation of literacy and numeracy tuition. Plan for frequent analysis of student assessment and recording of data on PLAN2 and build in time for this information to be shared between COVID Coordinator and class teachers. Plan additional intervention for identified students not yet meeting their learning goals. Seek further input from the school's ILST. Further PL will also include a focus on embedding the use of student data to differentiate the learning in literacy and numeracy and effectively implement small group tuition in all classrooms.</p>
<p>Location</p> <p>\$3,911.00</p>	<p>The location funding allocation is provided to Southern Cross Public School to address school needs associated with remoteness and/or isolation.</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>• Learning Dispositions</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Provision of support to ensure that all students have access to resources and activities at school. Additional support for students within the classroom to access the curriculum</p> <p><b>After evaluation, the next steps to support our students will be:</b> Supporting students and teachers to access learning experiences within the community. Access to technology to support the STEM units of work.</p>
<p>QTSS release</p> <p>\$83,662.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Southern Cross 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>• Learning engagement</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>• additional staffing to support staff collaboration in the implementation of</li> </ul>

<p>QTSS release</p> <p>\$83,662.00</p>	<p>high-quality curriculum</p> <ul style="list-style-type: none"> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff have been provided additional release time to collaborate on content and pedagogy, aligning consistent practices across the stages and school. Supporting staff to engage in professional learning through the schools literacy approaches and the research of Christopher Such. Access to professional development, mentoring and professional practice reviews to support best practice and staff development around strategic direction one using Educator Impact as a platform to set meaningful PDP goals and learning focus.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Educator impact and the practices of collaborative reviews with stages and teams has supported in the development of best practices being implemented in each classroom with a higher degree of consistency. The development of a school website to support consistent professional learning and expectations has improved student learning outcomes in the area of Literacy and Numeracy with SCPS above stage average in all subject areas in NAPLAN and 85% of students working at or above stage expectations.</p>
<p>Literacy and numeracy intervention</p> <p>\$60,333.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Southern Cross 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>• Reading and Numeracy Interventions</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>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The additional funding has allowed the school to review its support and intervention strategies and to provide professional learning to our learning and support team. This focus and development has been supported by the implementation of Collaborative Response and the analysis of data to drive learning. Interventions have been targeted and specific to student literacy and numeracy needs, increasing the impact on the students development. 90% of students improved to working at stage expectations by the end of the year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Additional support measures for students who are achieving well above stage expectations to include extension literacy and numeracy opportunities.</p>
<p>COVID ILSP</p> <p>\$107,773.00</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>• releasing staff to analyse school and student data to identify students for</li> </ul>



<p>COVID ILSP</p> <p>\$107,773.00</p>	<p>small group tuition groups/monitor progress of student groups through collaborative response and learning support tiered interventions.</p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - Phonemic awareness, comprehension, fluency and number facts</li> <li>• providing intensive small group tuition for identified students who were working below stage expectations</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An analysis of the spelling data indicates 50% of students increased their spelling knowledge by moving up one or two stage levels according to the NSW Dept of Education spelling diagnostic assessment and these students achieved an average growth of 78%. Approximately 20% made some progress though will require additional support. Students will also continue to work toward achieving their personalised learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue implementation of literacy and numeracy tuition. Plan for frequent analysis of student assessment and recording of data on PLAN2 and build in time for this information to be shared between COVID Coordinator and class teachers. Plan additional intervention for identified students not yet meeting their learning goals. Seek further input from the school's ILST. Further PL will also include a focus on embedding the use of student data to differentiate the learning in literacy and numeracy and effectively implement small group tuition in all classrooms.</p>
<p>Integration funding support</p> <p>\$237,554.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Southern Cross 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>• 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>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around LETERS and Decodable texts</li> <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 individualised learning and support plans</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Allowed students with additional needs to access the curriculum alongside their peers. Provision of support to access learning at point of need and improved literacy and numeracy results for students accessing the support, with 75% of students entering support achieving stage expectations by the end of the year. Consistent practice and procedures to support student learning and support, collaboration with parents, interagencies and staff to ensure appropriate learning goals are established and achieved.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Development of staff in the implementation of tiered support practices to met student learning needs, guided by the analysis of appropriate data.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	213	230	218	218
Girls	171	166	158	154

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.5	94.1	88.7	87.8
1	93.9	92.0	91.6	84.0
2	93.3	94.0	90.3	86.0
3	92.6	90.5	92.2	86.7
4	89.6	93.4	90.9	83.8
5	94.0	88.6	90.3	83.2
6	92.0	93.8	86.7	81.6
All Years	92.6	92.4	90.1	84.7
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
Assistant Principal(s)	4
Classroom Teacher(s)	17.29
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	1.6
School Administration and Support Staff	7.02

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <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>	489,332
<b>Revenue</b>	5,405,581
Appropriation	5,173,324
Sale of Goods and Services	99,685
Grants and contributions	131,498
Investment income	1,074
<b>Expenses</b>	-5,412,039
Employee related	-4,728,264
Operating expenses	-683,774
<b>Surplus / deficit for the year</b>	-6,458
<b>Closing Balance</b>	482,875

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>	237,554
<b>Equity Total</b>	219,232
Equity - Aboriginal	32,195
Equity - Socio-economic	69,352
Equity - Language	0
Equity - Disability	117,684
<b>Base Total</b>	3,512,098
Base - Per Capita	101,092
Base - Location	3,911
Base - Other	3,407,094
<b>Other Total</b>	644,216
<b>Grand Total</b>	4,613,100

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.

Southern Cross Public School continues to perform above state average in all areas of NAPLAN. Our school achieved in the top 3 schools in the Tweed/Richmond area exceeding the target of students in the top 2 bands with 51% in Reading and 38% in Numeracy.

## Parent/caregiver, student, teacher satisfaction

As a result of various surveys including Tell Them From Me, we continue to strive to improve community engagement. Whilst we recognise it has been disruptive, with covid restrictions and natural disasters, there are always areas that need maintenance and improving. The results indicate that we have a welcoming, inviting and supportive environment, however, communication continues to be a focus area to develop further. This is despite the school, utilising a parent portal, SMS, Facebook, website and emails. We will continue to seek further feedback and suggestions to improve this process.

The school conducts 2 parent teacher interviews annually as well as present semester reports. We have introduced term overviews and the tracking of student learning through Markbook. We also offer 2 tutoring platforms (Mathletics and Reading Eggs) to support learning and engagement at home, so parents can engage meaningfully with their child's learning at home and track their progress. However, being informed of student progress was reported as low in the TTFM survey.

Reintroducing face to face activities, Project Based Learning presentations, excursions and community activities were a welcome addition to the year and we look forward to the increase of more sociable and informative sessions in 2023 to improve community connections and engagement.

Staff continue to function in supportive and collegiate teams and have established a culture of professional growth and student focus.

Students have indicated in the Tell Them From me Survey, that further support and development around advocacy is needed to improve their learning experience. We have reviewed our practices and introduced class leadership to complement the school's SRC and endeavour to improve student input and connection with school decisions and development.

# 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.

## 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.

## 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.