

2023 Annual Report

Connells Point Public School



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Introduction

The Annual Report for 2023 is provided to the community of Connells Point Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

The staff and community of Connells Point Public School aim to foster a love of learning, to prepare students for a complex and rapidly changing world. The school's learning culture is driven by evidence-based and innovative teaching and learning practices.

The school community is committed to implementing learning strategies that are explicit, targeted, differentiated and challenge and support students to grow and improve.

The school's collective vision is to further develop authentic learning partnerships and an inclusive learning culture through communication, active collaboration and critical reflection.

School context

Connells Point Public School is situated in the south of Sydney, in the Kogarah network. In 2024, the school has a student enrolment of 460 students, with approximately 76% of students coming from non-English speaking backgrounds. There are 32 different languages spoken across the school community. The school's Family Occupation and Employment Index (FOEI) is 30. The school's overall staffing entitlement in 2024 is 34.3, comprising 27.5 teaching staff and 6.8 non-teaching staff. Additional teaching and non-teaching staff have been employed using equity funds.

The school's leadership team is a combination of experienced school leaders and executive staff in the early stages of their leadership career. Currently, only the Principal and 1 Assistant Principal are working in their substantive positions. 1 Assistant Principal is currently relieving in the Deputy Principal position (under review) and 1 Assistant Principal in a seconded position at another school. The remaining members of the school's leadership team (5), are currently in relieving positions. As a result, an emphasis has been placed on building the capacity of the school's middle leadership team. The school has 19 mainstream classes and 3 diverse learning classes for students with a primary diagnosis of autism.

The school has a strong reputation in the community for high-quality teaching and learning programs, nurturing wellbeing initiatives and extensive extra-curricular offerings for all students. The school's learning environments are student-centred, flexible and conducive to best practice. Staff adopt a collaborative approach to planning and there is a strong focus placed on explicit and innovative practices across all classrooms. In addition, a priority has also been placed on the design and implementation of authentic and differentiated learning experiences, to ensure that students across all ability levels are accessing appropriate learning content and resources across all curriculum areas.

Student wellbeing is also a high priority at Connells Point Public School. The school's Diverse Learning Team place a high priority on identifying and supporting students to reach their full potential. This includes leading professional learning for staff and assisting in the development of plans and strategies to support identified students across all areas of the curriculum. Personalised Learning Pathways (PLPs) are developed and implemented for all First Nations students and the school facilitates strong relationships with external partners to ensure the best learning and development opportunities for all students.

Following a rigorous evaluation in 2023, effective assessment practices, quality differentiation of the curriculum and data skills and use have been identified as the school's focus areas for 2024. In addition, professional development for staff in the school's focus areas will be supported through the establishment of professional learning communities with other local schools.

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	2023 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 growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

In 2023, the school completed a rigorous evaluation of its practices against the 14 elements of the School Excellence Framework (SEF). Staff considered available data and evidence against the school excellence statements, to identify both areas of strength and focus areas for improvement across the school. As a result of this evaluative process, it was determined that the school was 'Sustaining and Growing' in its practices in 13 of the 14 elements. This demonstrated growth from 2022, where the school was identified as 'Delivering' in 6 of the 14 elements. The element statements will be used by the school as improvement enablers moving forward.

Strategic Direction 1: Student growth and attainment

Purpose

To optimise learning outcomes for all students through explicit and evidence informed teaching practices.

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 vocabulary and comprehension in literacy and numeracy.
- Data driven practices.

Resources allocated to this strategic direction

Professional learning

AP Curriculum & Instruction

Socio-economic background

New Arrivals Program

Integration funding support

English language proficiency

Low level adjustment for disability

Summary of progress

The focus for 2023 was on strengthening data driven practices to maximise literacy and numeracy outcomes for all students. This involved a targeted approach to improving the school's assessment practices and the capacity of staff to analyse, interpret and use data to inform their teaching. In addition, the school's procedures for meeting the needs of diverse learners were reviewed and updated to ensure that interventions best reflected student need across the school. As a result, selected staff were trained and led the implementation of the MacqLit program and an external expert was employed to lead staff through professional learning in High Potential and Gifted Education. This led to an increase in the consistency of assessment practices evident across the school and the full range of student abilities being considered through differentiation of the curriculum and a personalised approach to teaching and learning.

Next year, there will be a continued focus on High Potential and Gifted Education and a continued focus on targeted literacy and numeracy support for Years 4 and 6 students to ensure that growth and achievement in Year 3 is reflected in Year 5 data and Year 6 data identifies continued growth for students as they prepare to transition into high school.

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
Internal measures indicate K-2 teaching staff have developing proficiency in utilising the <i>Additive Strategies</i> aspects of the Numeracy Progression to track student progress and inform teaching. Internal measures indicate 3-6 teaching staff have developing proficiency in utilising school-determined aspects of the Numeracy Progression to track student progress and inform teaching.	All staff Kindergarten to Year 6 (K-6) completed professional learning for Planning Literacy and Numeracy (PLAN 2) and developed an understanding of the different aspects of the Numeracy Progression. Teachers have plotted the progress of 'small pilot groups' on the Numeracy Progression this year. As at Term 4 Week 7, 100% of students K-2 have data entered into PLAN 2 for Additive Strategies. At this stage, teachers in Years 3-6 have concentrated on the Literacy Progression and are yet to enter data into PLAN 2 for Numeracy. This will be a focus for 2024.
Internal measures indicate that K-2 teaching staff are developing proficiency in utilising the <i>Phonic Knowledge and Word Recognition</i> aspects of the Literacy Progression to track student progress and inform	All staff K-2 completed professional learning for PLAN 2 and developed a clear understanding of the different aspects of the Literacy Progression. Small groups of students were used as pilot groups within each class. Progress and achievement data extracted from assessment tasks and observations was entered into PLAN 2 and the Literacy Progression was used by staff to inform future teaching and resourcing. As at Term 4 Week

<p>teaching.</p> <p>Internal measures indicate that K-6 teaching staff have a developing proficiency in utilising the <i>Understanding Texts</i> aspect of the Literacy Progression to track student progress and inform teaching in vocabulary and comprehension.</p>	<p>7, 100% of students K-2 have data entered into PLAN 2 for selected indicators for Phonic Knowledge and Word Recognition. 100% of students K-6 have data entered into PLAN 2 for Understanding Texts. The school's Learning and Support Teacher (LaST) and English as an Additional Language or Dialect (EAL/D) teacher have also entered data into PLAN 2 for their targeted groups.</p>
<p>An increase in Check-in Assessment mean scaled score for Numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in Term 4, 2021.</p>	<p>In 2023, the school's Year 3 Numeracy scores (73.8%) were 2.1% above Statistically Similar School Group (SSSG) and 8.1% above state scores. This was an uplift of 1% on the school's 2021 Year 3 Numeracy result of 72.8%. Results in 2021 were also above SSSG and state scores.</p> <p>In 2023, the school's Year 5 Numeracy scores (74.4%) were 0.6% above SSSG and 9.2% above state scores. This was an uplift of 2.9% on the school's 2021 Year 5 Numeracy result of 71.5%. Results in 2021 were also above SSSG and state scores.</p>
<p>An increase in Check-in Assessment mean scaled score for Reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in Term 4, 2021.</p>	<p>In 2023, the school's Year 3 Reading scores (64.8%) were 2% above SSSG and 7.1% above state scores. This was a decrease of 8% on the school's 2021 Year 3 Reading result of 72.8%. In 2021, the school's score exceeded SSSG and state results.</p> <p>In 2023, the school's Year 5 Reading scores (59.1%) were below SSSG results but 3.3% above state scores. This was a decrease of 1.3% on the school's 2021 Year 5 Reading result of 66.1%. In 2021, the school's results were above state but below SSSG scores.</p>
<p>An increase in Check-in Assessment mean scaled score for Numeracy in Year 4 and 6 for 2023 compared with Year 4 and 6 in 2022.</p>	<p>In 2023, the school's Year 4 Numeracy scores (72.2%) were 0.3% above SSSG and 7% above state scores. This was a decrease of 4.5% on the school's 2021 Year 4 Numeracy result of 76.7%. In 2021, the school's results were above SSSG and state scores.</p> <p>In 2023, the school's Year 6 Numeracy scores (69.9%) were below SSSG results but 6.6% above state scores. This was a decrease of 7.5% on the school's 2021 Year 6 Numeracy result of 77.4%. In 2021, school results were above both SSSG and state scores.</p>
<p>An increase in Check-in Assessment mean scaled score for Reading in Year 4 and 6 for 2023 compared with Year 4 and 6 in 2022.</p>	<p>In 2023, the school's Year 4 Reading scores (70.7%) were 0.9% above SSSG and 5.4% above state scores. This was an uplift of 3.9% on the school's 2021 Year 4 Reading score of 66.8%. In 2021, the school's results were above both SSSG and state scores.</p> <p>In 2023, the school's Year 6 Reading scores (59.4%) were well below SSSG results but 2.2% above state scores. This was a significant decrease on the school's 2021 Year 6 Reading score of 70.4%. In 2021, the school's results were above both SSSG and state scores.</p>

Strategic Direction 2: Effective assessment and data practices.

Purpose

To use systematic and reliable assessment data to evaluate student learning and inform future teaching practices.

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.

- Career Coaching and capacity building.
- Effective Communities of Practice.
- School community of contemporary learning.

Resources allocated to this strategic direction

Aboriginal background

Low level adjustment for disability

Professional learning

QTSS release

Beginning teacher support

Per capita

Summary of progress

The focus in 2023 was on improving collective teacher efficacy and consistency in pedagogy and teaching and learning through a collaborative approach. This involved facilitated opportunities for all teachers to collaborate with their respective teams. Teachers had scheduled opportunities for meaningful collaboration through the provision of two allocated planning days each term as well as regular stage team meetings. As a result, teachers engaged in frequent, ongoing, formal and informal dialogue about pedagogy and student learning. Teachers worked together to research, plan and design effective teaching and learning programs aligned to curriculum with embedded assessment opportunities. Strategies identified in collaborative learning sessions were implemented into classroom practice as evidenced through classroom observations and formal supervision meetings. The opportunity for teachers to share knowledge and leverage off the expertise of colleagues has allowed all students across the school to benefit.

Next year, the focus will be on Years 3-6 staff engaging heavily with the Assistant Principal Curriculum and Instruction (APC&I) to support the successful implementation of the new curriculum. There will also be a focus on improving practice through a continued commitment to professional learning partnerships.

In 2023, the school continued the work it started in 2022 with peer-to-peer observations. This year, a whole school approach to performance and development was introduced through a coaching and mentoring model. Connells Point Public School *Performance and Development Procedures* were established and a classroom observation criteria was also collaboratively developed by the executive team. Staff were provided with coaching and mentoring in order to stimulate professional growth and improve teaching practice. Leaders worked with all staff to develop Performance and Development Plans (PDPs) aligned to The *Australian Professional Standards for Teachers*. Goals included school priority areas as well as teacher identified goals based on reflections on current practice and the needs of the students within their class.

Early career teachers had four structured opportunities to be observed throughout the year, while all other teachers had at least two facilitated opportunities to be observed. All observations were accompanied by explicit feedback to support future planning for staff. Teachers were supported in working towards their goals through access to high-quality professional learning, collaboration with colleagues, classroom observations and the modelling of best practice. As a result, the whole school mentoring initiative was strongly valued by staff and led to a consistency and improvement teaching practice. A focus on improving teachers has resulted in greater learning and engagement and overall growth in student outcomes.

Next year, there will be a continued focus on the professional growth of staff, to ensure that the gains made in 2023 are sustained moving forward. *Learning Walks* will also be introduced in 2024, as will explicit professional support to facilitate the successful implementation of the new English and Mathematics curriculums.

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
Internal measures indicate staff have a developing capacity to collaborate.	The focus for 2023 was to ensure high levels of staff collaboration. This involved structuring regular opportunities for staff to participate in collaborative planning days to ensure a consistency in program content, resourcing and pedagogy across stage teams. Stage/team meetings were also regularly undertaken to ensure consistency in assessment practices and the analysis, interpretation and use of student performance data. Professional learning for key school priorities including PLAN 2, formative assessment and high potential and gifted education were also accessed by staff K-6.
Internal measures indicate developing connections with school communities to support student learning.	The school established a variety of significant partnerships to support staff professional learning and student outcomes. A POD project was designed and implemented between the school and other local primary and high schools to drive consistency in the teaching and assessment of reading and comprehension. A focus of this program was to also ensure a strong relationship with our local high school to support successful student transitions from Year 6 into Year 7. The school also engaged with external experts, particularly aligned to students in the support class and those with identified learning needs, to ensure that programs, teaching practices and resources aligned to student need.
Internal measures indicate a developing proportion of students consistently demonstrating learning dispositions.	Following a rigorous review of the training offered for this program, staff made the unanimous decision to not continue with the learning dispositions in 2023. The program will not be part of the school's focus areas moving forward.
Staff demonstrate the ability to collate, analyse and use a small range of assessment practices to inform teaching and determine student progress and achievement. A whole school approach to assessment is planned and developed.	Whole staff professional learning has focused on broadening staff knowledge on effective assessment practices. The school has focused on strengthening formative assessment strategies across Years K-6. There has also been a commitment to source and implement a set of assessments (Essential Assessment) to ensure the consistent collation, analysis and use of student performance data in literacy and numeracy. Regular data discussions at stage/team level, as well as professional learning for PLAN 2 is also ensuring increased staff confidence in regards to student assessment practices and data collation. In 2024, the school will implement a whole school assessment schedule.

Strategic Direction 3: Positive Partnerships

Purpose

To foster a strong collaborative culture, through authentic engagement and effective learning partnerships.

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.

- Develop a culture of authentic and meaningful engagement through communication and collaboration with the whole school community.
- Foster engagement by enabling student voice and nurturing a sense of belonging.
- Authentic staff communication and collaboration.

Resources allocated to this strategic direction

Socio-economic background

Per capita

Summary of progress

The focus for 2023 was to develop and sustain a culture of meaningful and authentic engagement with students, staff and the community. This involved increasing parent and community partnerships, increasing opportunities for student voice and strengthening staff professional engagement practices. As a result, parent and community engagement significantly increased and student learning reflected the input of students and parents and the expertise of external professionals as required. The school's profile was also enhanced through greater participation in community and network events and an increased social media presence in 2023.

Next year, the focus will be on consolidating and extending on the initiatives employed this year and exploring additional professional learning partnerships across the network.

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
Uplift of 5.88% of students attending school >90% of the time.	78.89% of students attended school at or above 90% of the time. In 2022, 57.89% of students attended school at or above 90% of the time. This was an uplift of 21%.
Uplift of 4.5% of students with positive wellbeing.	85.06% of students indicated a positive sense of wellbeing. 83.33% of students indicated advocacy at school and 98.89% of students identified that the school places high expectations on success. 73.08% of students indicated a sense of belonging.
Internal measures indicate a developing proportion of community members identifying satisfaction and collaboration between the whole school community.	Internal data collected through surveys and the Tell them From Me parent survey indicated that parents are highly satisfied with the school. They also identified many opportunities to engage with the school and for their voice to be heard.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$4,123.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Connells Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching of vocabulary and comprehension in literacy and numeracy. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in the following impact: An increase in the amount of time each week that New Arrivals Program (NAP) students are accessing targeted English language support. As a result of this support, 40% of the school's NAP students have progressed from the Beginning phase in Speaking, Listening, Reading and Writing to the Emerging phase of English language proficiency.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to employ the same support structures for 2024, given that identified NAP students are yet to consolidate their English language proficiency.</p>
<p>Integration funding support</p> <p>\$224,344.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Connells Point Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching of vocabulary and comprehension in literacy and numeracy. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs • Employment of staff to provide additional support for students who have high-level learning needs • Implementation of targeted programs to differentiate teaching and learning programs. <p>The allocation of this funding has resulted in the following impact: The school has employed 5 School Learning and Support Officers (SLSOs) working various days across the week. As a result, identified students receive targeted and ongoing support in order to successfully access the curriculum and meet their personalised learning goals. Teachers also benefit from the support of SLSOs in regards to the development and implementation of targeted resources. 100% of families and students indicate that they greatly value the support provided by the school's SLSOs.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school will continue to utilise Integration Funding Support (IFS) to employ SLSOs to ensure that identified students continue to receive targeted and ongoing support.</p>
<p>Socio-economic background</p> <p>\$20,204.03</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Connells Point Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$20,204.03</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching of vocabulary and comprehension in literacy and numeracy. • Develop a culture of authentic and meaningful engagement through communication and collaboration with the whole school community. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff through the MacqLit program to support student learning • Employment of additional staff to supplement the learning and support program. <p>The allocation of this funding has resulted in the following impact: Identified staff completed training in the MacqLit program. 20 identified students (Stages 2 and 3) accessed intensive and targeted support on a daily basis in Literacy across Semester 2. Wheldall Assessment of Reading Passages (WARP) data, indicates that 95% of students involved in the program demonstrated significant growth between their pre and post assessments.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school will continue with the MacqLit program. This decision is based on the positive impact that the program had on participants in 2023 and the fact that many other students have been identified as suitable candidates for the program moving forward. The school will also investigate the possibility of implementing the MiniLit program to support students in K-2.</p>
<p>Aboriginal background</p> <p>\$1,484.37</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Connells Point Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Career Coaching and capacity building. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Community consultation and engagement to support the development of cultural competency • Staffing release to support development and implementation of Personalised Learning Plans. <p>The allocation of this funding has resulted in the following impact: Staff were given the opportunity to develop detailed Personalised Learning Pathways (PLPs) for Aboriginal students in collaboration with the child and their parents. This included the identification of literacy, numeracy and cultural goals. Parents, students and staff also met regularly to review PLPs and identify adjustments to plans where appropriate. 75% of students achieved all their identified goals. 25% of students made progress towards achieving their goals.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school will continue to prioritise strong partnerships between staff, students, parents and Department personnel to support the achievement of educational outcomes for Aboriginal students. There will also be an increased focus on professional learning to strengthen the cultural competency and responsiveness of staff.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at</p>

<p>\$277,917.35</p>	<p>all four phases of English language learning at Connells Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching of vocabulary and comprehension in literacy and numeracy. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives • Additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • Additional staffing intensive support for students identified in beginning and emerging phases • Additional staffing to implement Individual Educational Plans for all EAL/D students • Additional teacher time to provide targeted support for EAL/D students and for development of programs • Establish a core practice for supporting students learning English as an Additional Language or Dialect. <p>The allocation of this funding has resulted in the following impact: The school's staffing and flexible funding allocations ensured that targeted students received intensive support to further develop their English language skills. EAL/D staff provided a combination of in class and withdrawal support, as well as professional learning for staff to assist with supporting EAL/D students in the mainstream classroom. In 2023, 74 students accessed EAL/D targeted support, with 96% of students demonstrating growth across the year.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school will continue to utilise flexible funding to provide targeted support for identified EAL/D students and provide professional learning for all staff to be able to differentiate classroom programs to provide explicit language learning support for EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$179,523.61</p>	<p>Low level adjustment for disability equity loading provides support for students at Connells Point Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching of vocabulary and comprehension in literacy and numeracy. • Career Coaching and capacity building. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding resulted in additional staff being employed to support students with identified needs in mainstream classrooms. The Learning and Support Teacher (LaST) collaborated with class teachers to support in the development of resources, pedagogy and personalised learning goals for identified students. 58 students received direct and ongoing support from the LaST in 2023. 94% of students demonstrated growth in English.</p>

<p>Low level adjustment for disability</p> <p>\$179,523.61</p>	<p>After evaluation, the next steps to support our students will be: In 2024, there will be a continued approach to intensive support for identified students both within the classroom and through withdrawal programs. There will also be a continued focus on the LaST collaborating with teaching staff to ensure a shared approach to the identification of learning goals and the development of resources and pedagogy.</p>
<p>Professional learning</p> <p>\$34,043.06</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 Connells Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching of vocabulary and comprehension in literacy and numeracy. • Career Coaching and capacity building. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher relief for staff engaging in professional learning • Course costs for staff undertaking recognised courses • Presentations by suitable and qualified facilitators, for example diabetes or first aid workshops. <p>The allocation of this funding has resulted in the following impact: The funding allocation allowed staff to access targeted professional learning throughout the year. Funding was used to cover training costs, casual cover and professional facilitators. The school's professional learning focus in 2023 was based on curriculum reform and High Potential and Gifted Education. 100% of staff indicated an increase in their confidence and teaching capacity as a result of the targeted professional learning provided.</p> <p>After evaluation, the next steps to support our students will be: In 2024, funds will continue to be used for targeted professional learning aligned to the school's priorities and the Performance and Development Plans (PDPs) of staff.</p>
<p>Beginning teacher support</p> <p>\$34,685.13</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Connells Point Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Career Coaching and capacity building. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Ongoing feedback and support that is embedded in the collaborative practices of the school • Professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers • Reduced responsibilities or teaching loads sufficient to support the development of their skills. <p>The allocation of this funding has resulted in the following impact: Beginning teachers benefited from working directly with experienced mentors and their stage supervisor. Support was provided with the accreditation process, through classroom observations and explicit feedback from colleagues and through access to targeted professional learning. 50% of the school's beginning teachers achieved accreditation at proficient teacher level in 2023. 100% of beginning teachers indicated that their professional practices benefitted greatly from the ongoing and personalised support that they received.</p>

<p>Beginning teacher support</p> <p>\$34,685.13</p>	<p>After evaluation, the next steps to support our students will be: In 2024, the school will continue to use available funds to support the professional development of beginning teachers.</p>
<p>QTSS release</p> <p>\$99,310.75</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Connells Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Career Coaching and capacity building. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum • Assistant principals provided with additional release time to support classroom programs. <p>The allocation of this funding has resulted in the following impact: The school used these funds to employ an additional teacher. The teacher released executive staff to allow for a consistent approach to mentoring and coaching practices across the school. 100% of Assistant Principals highly valued the time provided to collaborate with colleagues, undertake demonstration lessons, team teach in classrooms and provide explicit feedback to colleagues on their practices. 100% of staff valued the support received by their colleagues and supervisor through the coaching and mentoring program. They all indicated that the support had a significant impact on their professional practices. The senior executive staff also identified increasing levels of consistency in teaching practices, with the additional release time for executive staff attributing to this success.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school's Quality Teaching Successful Students (QTSS) funds will once again be used to release executive staff to to drive the professional development of their teams.</p>
<p>COVID ILSP</p> <p>\$33,629.97</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition • Providing targeted, explicit instruction for student groups in literacy. <p>The allocation of this funding has resulted in the following impact: The funding was used to employ additional learning and support time to implement intensive literacy support for identified students K-2. Students benefited from intensive learning in Phonics and Phonemic Awareness to strengthen their reading skills.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school does not expect to receive funds. If funds become available, they will be utilised in the same way that they were in 2023.</p>
<p>Per capita</p> <p>\$125,710.83</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Connells Point Public School</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Per capita</p> <p>\$125,710.83</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Develop a culture of authentic and meaningful engagement through communication and collaboration with the whole school community. • Career Coaching and capacity building. <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • The purchasing of resources to support the implementation of the new curriculum • The upgrading of technology across the school - laptops, ipads and smart boards. <p>The allocation of this funding has resulted in the following impact: The purchase of decodable readers, mentor texts, maths equipment and associated storage options ensured that teachers were able to readily access quality and diverse teaching materials and resources. This resulted in the students accessing and benefitting from a dynamic curriculum. The purchase of laptops and ipads supported the school's commitment to increasing student access and use of technology in the classroom. The school's Bring Your Own Device (BYOD) program benefited from additional technology being available to students in the classroom. The upgrading of smart boards across the school ensured that teachers were able to effectively engage and support their students through the interactive delivery of learning content.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school's Per Capita funds will once again be used to purchase targeted resources.</p>
<p>AP Curriculum & Instruction</p> <p>\$124,070.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching of vocabulary and comprehension in literacy and numeracy. <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • Collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • Develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy • Lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers. <p>The allocation of this funding has resulted in the following impact: The APC&I worked alongside teachers to drive the successful implementation of the new curriculum. This was a combination of implementation support for Years K-2 staff and professional learning for Years 3-6 staff ahead of the full implementation of their curriculum in 2024. The APC&I led professional learning to strengthen the data literacy skills of staff, with a particular focus on using the Literacy Learning Progression. Staff also collectively benefited from data discussions and professional learning on formative and summative assessment practices that were led by the APC&I.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school's APC&I allocation will be used to continue to strengthen</p>

AP Curriculum & Instruction

\$124,070.40

the capacity of staff to effectively implement and evaluate the new curriculum (Years 3-6). There will also be a continued focus on data skills and use to ensure that teachers are effectively using data and evidence to inform their practices.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	287	279	265	264
Girls	248	225	212	221

In 2023, the school's enrolment increased slightly compared to the previous year. Approximately 76% of the school's population had a language background other than English (LBOTE). English was the most prolific language spoken across the school, followed by Mandarin, Greek, Cantonese and Arabic. Approximately 32 different languages were represented across the school. In 2023, the school's English as an Additional Language or Dialect (EAL/D) profile was approximately 52%. The vast majority of these students were at the English language proficiency phases of Developing or Consolidating. In 2023, 4 students within the school identified as being Aboriginal or Torres Strait Islander.

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.9	96.4	90.4	92.8
1	94.6	94.4	88.6	92.9
2	92.9	91.9	90.4	92.7
3	96.0	95.2	91.3	93.6
4	96.5	94.5	88.5	92.1
5	95.6	93.8	88.9	93.5
6	95.6	94.1	86.7	90.2
All Years	95.4	94.3	89.4	92.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

In 2023, the school's average attendance data (90.6%) was above the state, network and Statistically Similar School Group (SSSG) results. This was also a 3.2% uplift on the school's average attendance for the previous year. The initiatives put in place by the school to promote, recognise and reward high levels of student attendance were identified as making a significant contribution to these results.

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5.8
Classroom Teacher(s)	17.69
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher EAL/D	1.8
School Administration and Support Staff	6.78
Other Positions	0.4

*Full Time Equivalent

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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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.

In 2023, the school's professional learning schedule ensured regular and ongoing opportunities for teachers to develop their knowledge and skills in areas aligned to both the school's priorities and their own professional development goals. The main focuses for professional learning in 2023 were based on supporting the successful implementation of the new curriculum, the development of data literacy skills in staff and the development of consistent and effective assessment practices across the school. Staff also engaged in high impact professional learning to strengthen their capacity to utilise formative and summative assessment strategies to support planning and teaching practices. In 2024, the school will leverage from the data skills developed by staff and move the professional learning focus to explicit teaching and quality differentiated practices.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	831,316.37
Revenue	5,942,078.99
Appropriation	5,622,947.17
Sale of Goods and Services	3,950.00
Grants and contributions	294,252.97
Investment income	20,577.60
Other revenue	351.25
Expenses	-5,825,728.59
Employee related	-5,219,926.48
Operating expenses	-605,802.11
Surplus / deficit for the year	116,350.40
Closing Balance	947,666.77

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	212,012
Equity Total	479,129
Equity - Aboriginal	1,484
Equity - Socio-economic	20,204
Equity - Language	277,917
Equity - Disability	179,524
Base Total	4,124,285
Base - Per Capita	125,711
Base - Location	0
Base - Other	3,998,574
Other Total	417,194
Grand Total	5,232,621

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

In the Year 3 Reading test, a total of 83.3% of students achieved at either the Strong or Exceeding (highest) proficiency levels. In the Year 5 Reading test, a total of 84.5% of students achieved at either the Strong or Exceeding proficiency levels.

In the Year 3 Writing test, a total of 83.3% of students achieved at either the Strong or Exceeding proficiency levels. In the Year 5 Writing test, a total of 89.1% of students achieved at either the Strong or Exceeding proficiency levels.

In the Year 3 Spelling test, a total of 83.3% of students achieved at either the Strong or Exceeding proficiency levels. In the Year 5 Spelling test, a total of 85.4% of students achieved at either the Strong or Exceeding proficiency levels.

In the Year 3 Grammar and Punctuation test, a total of 73% of students achieved at either the Strong or Exceeding proficiency levels. In the Year 5 Grammar and Punctuation test, a total of 90.6% of students achieved at either the Strong or Exceeding proficiency levels.

In the Year 3 Numeracy test, a total of 81.9% of students achieved at either the Strong or Exceeding proficiency levels. In the Year 5 Numeracy test, a total of 89% of students achieved at either the Strong or Exceeding proficiency levels.

Parent/caregiver, student, teacher satisfaction

Student Feedback

In 2023, the school collected student feedback through the Tell Them From Me (TTFM) survey for Years 4-6 students, as well as through internal surveys and forums. Student responses indicated that the school performed well in the following areas:

- Students identified themselves as having positive behaviours at school
- Students felt a positive sense of belonging
- Students indicated that they were not victims of bullying and that the learning environment was positive and safe
- Students believed that areas of personal interest were catered for through extra-curricular activities
- Students identified the environment as being highly inclusive
- Students indicated that they try hard at school and are motivated to learn
- Students indicated that positive teacher-student relationships are embedded across the school
- Students indicated that they understand there are clear rules and expectations for classroom behaviour.

Student feedback indicated that the school would benefit from focusing on the following areas:

- Ensuring that explicit teaching practices are consistent across the school
- Placing a high value on maintaining challenging learning environments
- Ensuring that the students feel a high level of advocacy.

All areas of the TTFM student survey indicated growth in the school's mean score between 2022 and 2023.

Parent and Carer Feedback

In 2023, parents and carers were given the opportunity to provide the school with feedback through the TTFM survey, as well as through internal surveys, forums, Parents and Citizens Association (P&C) meetings and School Council meetings. Parent and carer feedback indicated that the school demonstrated strengths in the following areas:

- Parents feel welcome at the school. The school's TTFM mean score in 2023 was 1.3 points higher in 2023 than in 2022
- Parents feel informed about their child's learning progress, behaviour, social and emotional development. The school's TTFM mean score was 1.1 points higher in 2023 than in 2022
- There was an increase in the number of parents who indicated that they felt the comfort and confidence to regularly engage with school staff
- Parents indicated that the staff demonstrate an interest in their child's learning and place high expectations on their child. The school's TTFM mean score was a slight increase on 2022 results
- Parents indicated that the school takes student interests, abilities and needs into account when planning and delivering lessons. The school's TTFM mean score was a slight increase on 2022 results
- Parents indicated that the staff support and promote positive behaviours. The school's TTFM mean score was a slight increase on 2022 results
- Parents indicated that the staff support safety at school and that their child feels safe (including culturally safe) and valued at school. The school's TTFM mean score was a slight increase on 2022 results
- Parents view the school as being highly inclusive. The school's TTFM mean score was 0.5 points higher than in 2022
- There was a significant increase between 2022 and 2023 in the number of parents who provided input into areas including school planning, school policy development, curriculum and reporting
- The majority of parent feedback indicated that the school's reports provided them with information on how best to support their child's learning moving forward.

Parent and carer feedback will be utilised by the staff to strengthen in the following areas:

- The school will seek to increase the number of parents actively contributing to school committees and events
- The school will seek to increase the number of parents that attend information sessions, workshops and parent meetings, especially for families with a child in Years 3-6.

Staff Feedback

In 2023, staff feedback was measured using a variety of methods including the TTFM survey, internal staff surveys, the People Matter Survey (PMS), as well as committee and stage meetings. Teacher feedback indicated the following:

- 100% of executive teachers valued the opportunity to be released to implement the school wide coaching and mentoring program
- 100% of staff indicated that their professional practices benefited as a result of receiving targeted and regular support from their supervisor or other experienced colleagues
- The leadership team builds staff capacity, are helpful and supportive. The school's TTFM mean score was an increase of 0.8 on 2022 results
- The working environment was highly collaborative. The school's TTFM mean score was an increase of 0.3 on 2022 results
- There was a strong learning culture across the school. The school's TTFM mean score was an increase of 0.1 on

2022 results

- They work closely with parents to support student learning. The school's TTFM mean score was an increase of 0.4 on 2022 results
- They give their students quality feedback to support their learning. The school's TTFM mean score was an increase of 0.4 on 2022 results.

Moving forward, staff will further strengthen their capacity through whole school professional learning in the following areas:

- Explicit teaching practices
- The use of data to plan future teaching
- Differentiation strategies to meet the learning abilities of all students, including High Potential and Gifted learners
- Diversity in pre and post testing practices
- Diversity in assessment practices.

Student, parent and staff feedback was all considered when programs, priorities and initiatives were planned for 2024.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

In 2023, the school participated in activities to acknowledge Reconciliation Week and NAIDOC Week. The theme 'Be a Voice for Generations' was celebrated by students creating a sea of hearts and hands. The school also utilised 'Deadly Ed' to lead a variety of activities as part of NAIDOC Week. The theme 'For our Elders' was acknowledged during the day. The school continued its commitment to Aboriginal education by strengthening its First Nations Committee and joining 'Yirran Ngalambay'. School representatives attended meetings once a term to discuss First Nations Education across the Kogarah Network. In 2023, 4 of the school's Aboriginal students attended a Jarjums Day at Sans Souci Public School. The activities were centred around culture and identity, goal setting and dreaming big, collaborative storytelling through art and book creation and an Aboriginal dance workshop.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism - School statement

The school's Anti-Racism procedures align to Department of Education policy and ensure that school operations promote equity and inclusion for all students, staff and the community. The school has a trained Anti-Racism Contact Officer (ARCO) and clear processes to ensure a timely and respectful response to any matters that arise. In 2023, there were no incidents that required the intervention of the ARCO.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School Statement

In 2023, the school continued to service a culturally, linguistically and religiously diverse community. Approximately 76% of the students in the school represented a language background other than English. This was consistent with 2022 data and is expected to align with the school's student profile in 2024. An English as an Additional Language or Dialect (EAL/D) program was in place across the school, with school funds used to employ an additional specialist teacher. This ensured that students who were new arrivals to the country or had limited English language

skills received targeted and ongoing support to build their English language proficiency. Activities and community events aligned to Harmony Day, Multicultural Day, NAIDOC Week and Reconciliation Week were also utilised to promote and celebrate the diversity within the school community.

Other School Programs (optional)

Assistant Principal - Curriculum and Instruction (APC&I)

At the beginning of Term 2 in 2023, an APC&I was appointed to Connells Point Public School. The APC&I initially focussed on building the capacity of the K-2 staff to implement the new English and mathematics curriculum through professional learning and in class support, including demonstration lessons and team teaching sessions. Decodable readers were introduced into kindergarten reading groups, with the APC&I working directly with the kindergarten teachers to support their successful implementation and subsequent change in pedagogy. During Semester 2, the APC&I worked closely with the Stage 2 teachers to target reading comprehension, as this was identified as an area of need following the analysis of internal and external data. Data literacy and quality assessment practices became the focus for whole school teacher professional learning in 2023, with the APC&I working directly with the school's executive staff to design and deliver quality professional learning.

In addition, the APC&I conducted a series of professional learning sessions on the literacy and numeracy progressions, as part of the school's formative assessment focus. The element of 'Understanding Texts' was tracked throughout Semester 2 and will remain a priority in 2024. The APC&I also utilised collaborative planning days and team meetings to analyse student growth and performance data. During 2024, the APC&I will be working closely with Stage 2 and Stage 3 to implement the new English and mathematics curriculum.

Library

Every student across the school had the opportunity to access the library program each week. K-2 lessons were 45 minutes long and 3-6 lessons were one hour. All lessons focused on exploring literature and fostering a love of reading. Lesson content was aligned to themes being taught in the classroom. The students experienced visual literacy through animated stories which were high in interest. During lessons, students were encouraged to ask questions, predict outcomes, make connections, suggest the author's purpose in writing, consider how the illustrations amplify the text, and identify various literary devices such as alliteration, similes, personification and onomatopoeia. The students accessed a combination of interest books and those that were part of the Premier's Reading choices. Students also utilised library time to write a book review for one of their selected Premier's Reading choices. Borrowing numbers were at a high level across the school.

Book Week

Book Week celebrations were held in 2023. As part of the week, library lessons focussed on the books that were shortlisted for awards. The school also hosted a book character parade and fair, which were very well supported by students and parents. Parents also had the opportunity to purchase books at the fair, which were then distributed into the classrooms to be enjoyed by the students as additional classroom resources. The scheme was highly successful.

Scholastic Book Club

Scholastic Book Club was offered twice each term to the students. It provided an opportunity for parents to purchase quality texts at reasonable prices either as gifts for special occasions or to foster a love of reading. The book club program was also designed to promote shared home reading practices between parents and their children. The school received monetary credit on each purchase, which the teachers used to buy additional resources for their classes. Records were kept on the amount of money received and resources were equitably distributed across the classrooms.

Student Leadership

The school's student leadership team for 2023 carried out many roles and responsibilities across the school. They set up and ran fortnightly assemblies for Years 3-6, set up the assembly hall for K-2, represented the school at the Australian and New Zealand Army Corps (ANZAC) Day Dawn Service, led the school Remembrance Day service and completed daily duties such as managing the flags, ball bin duty, house point collection and canteen duty. In addition, the leaders also attended the National Young Leaders Day, where they listened to a range of motivational leaders. Following this, they began working on a project to help design a sensory playground within the school. The student leadership team also ran multiple fundraisers throughout the year and donated \$4,000 to the sensory garden project. Additionally, they contributed design ideas, researched appropriate equipment for the area and designed a mural that will be featured in the area upon its completion.

Student Representative Council (SRC)

In 2023, students who were part of the school's Student Representative Council (SRC) built their collaboration, communication and leadership skills by attending fortnightly meetings and leading a number of fundraising events. The SRC used meeting times to discuss and research issues of concern and regularly spoke to teachers and the executive staff to ensure that 'student voice' was prevalent across the school. The SRC also led the school's gift donation drives for the Sydney Children's Hospital and the residents of Estia Health and also welcomed Estia Health residents to the school for a pre-Christmas morning tea. Money raised by the SRC throughout the year benefited chosen charities and contributed to the purchasing of school resources.

Sport

In 2023, the school had a successful sporting year with many significant achievements. The school swimming carnival was held at Bexley Aquatic Centre in Term 1. 28 students qualified to represent the school at the Botany Bay Zone Swimming Carnival. Following that event, a further 13 students went on to represent the school at the Sydney East Swimming Carnival.

The school cross country carnival was held on the school grounds in Term 2. The first four finishers for each age group automatically progressed to the Botany Bay Zone Cross Country Carnival. Following that event, the school had 6 students qualify for the Sydney East Cross Country Carnival.

The athletics carnival was held at Sylvania Athletics Track in Term 2. 39 students qualified for the Botany Bay Zone Athletics Carnival. Following that event, 11 students represented the school at the Sydney East Athletics Carnival with 1 student progressing to the state event.

The school's Winter Primary School Sports Association (PSSA) teams consisted of both junior and senior teams for boys soccer, girls soccer, mixed netball and mixed oztag. The school enjoyed a high level of success, with both the junior boys and senior boys soccer teams winning their respective competitions. This included the junior team progressing through the season undefeated. In addition, the senior girls soccer team were runners up and the school's senior netball, junior oztag, senior oztag and junior girls soccer teams all qualified for the finals.

The school was represented in the Summer PSSA competition by junior and senior teams for boys softball, girls softball, mixed cricket and mixed basketball. Once again, the school enjoyed a very successful season. The junior boys softball and senior mixed cricket teams won their respective competitions and both the junior basketball and senior boys softball teams finished runners up.

Premier's Sporting Challenge (PSC)

Connells Point Public School participated in the Premier's Sporting Challenge in 2023. All students K-6 completed the challenge. Students in Years 3-6 logged their physical activity weekly. Opportunities for regular and rigorous physical activity were supported through the school's weekly sport and fitness programs. Staff also completed the challenge in 2023.

Dance

In 2023, Connells Point Public School offered four selective dance groups for students in Years 1-6. There were 25 students in each of the dance groups (Stage 1, Junior Dance, Senior Dance and Hip Hop), with a combination of both boys and girls. All four of the dance groups competed in the St George Dance Eisteddfod at Hurstville Entertainment Centre, In the Spotlight Festival at Seymour Centre, Primary Dance Olympics at the newly renovated Sutherland Pavilion, as well as at the St George Performing Arts Festival (SPAF). All students represented their school with pride and were highly commended by staff, parents and the broader school community.

The Stage 1 Dance Group consisted of many students who had never danced on stage in front of an audience before. All four groups also showcased their talents at the Connells Point Public School Open Day to celebrate Education Week and performed brand new routines at the Performing Arts Showcase. This year also saw us have the opportunity to have selected performers showcase their talents at the Schools Spectacular. Schools Spectacular saw 8 of our students perform with over 5000 students from NSW Public Schools ranging from Kindergarten to Year 12. Students travelled to and from Homebush to rehearse for several weeks before the performances. In 2023, we also ran a Leisure Dance Group for those students unsuccessful in gaining a place in our selective groups to improve their dance technique and learn new skills. These students performed at Connells Point Public School's Education Day and at the annual showcase.

Band

Two school bands (a performing band and a training band) operated in 2023. The performing band comprised 21 students from Years 5 and 6 and the training band comprised 17 students. Many of the training band students were in Year 4, however, a number of students were from older grades but were placed in the training band due to learning a new instrument. The Combined Schools Band Camp ran successfully for the students in the performing band in Term 3, culminating in a concert for parents and carers. The Performing band also opened the school's Education Week

celebrations, a St George Performing Arts Festival (SPAF) concert evening and the school's annual Performing Arts Showcase. The students in the training band participated in the Combined Schools 'Bandtastic' event, which also finished with a concert for parents and teachers. Additionally, the training band enjoyed a day of learning and performing with Sans Souci Public School's Band and were warmly welcomed when they toured three local preschools. The school continued its partnership with 'Bandtime', administered by Engadine Music. This ensured a smooth transition for the students and program following the retirement of Mr Kevin Skues, the program's long-serving conductor.

Choir

In 2023, the school continued to offer many students the opportunity to participate in the Stage 1 and Senior Choirs. The Stage 1 Choir comprised 27 students from Years 1 and 2, who committed to weekly lunchtime rehearsals. The Senior Choir comprised 30 students from Years 3 to 6. Students in the Senior Choir had the opportunity to perform at the Sutherland Performing Arts Festival with choirs from other schools. Both choirs enjoyed performing at numerous school events across the year including Education Day, the Performing Arts Showcase and a performance for the residents of Estia Health.

Public Speaking

In Term 3, all students Kindergarten to Year 6 focused on developing their public speaking skills. The Public Speaking program culminated with the Connells Point Public School Stage Final Competitions. The speeches delivered by our students were outstanding. Our parents and community members were invited to come in to support their children on the day. One winner was chosen from each of the stages to represent our school at the Kogarah Network Public Speaking Competition. Our students competed against eleven other schools in the area, where they each delivered both a prepared and impromptu speech. We had a highly successful year of Public Speaking at Connells Point Public School in 2023 and look forward to continuing to grow this program in 2024.

Showcase

369 students (K-6) participated in the Performing Arts Showcase at The Pavillion, Sutherland. Performances included a dance item from all students in Kindergarten, Year 1, Year 2 and Year 6. In addition, two dance items from each selective dance group (Stage 1, Hip-Hop, Junior and Senior), a performance from each of our choirs (Stage 1 and Senior), 2 pieces performed by the Senior Band, a speech from each of our public speaking winners, a performance from our Leisure Sport Dance Group and a finale where all 369 students came back onto the stage to dance together. The organisation and preparation of the event was run by a team of 15 teachers who met weekly from the beginning of Term 3 right up until the day before the showcase. The team worked collaboratively to ensure the night was a success and that all students felt a sense of achievement and pride. The performing items were prepared by a combination of Connells Point Public School teachers and external providers. Approximately 750 tickets were purchased, and a large crowd turned out to watch the show on the night. Approximately 300 USBs were purchased to allow families to rewatch the show as it was captured professionally by a videographer. Feedback from the community was highly positive, congratulating students on their incredible performances and thanking staff for the time and effort to create opportunities for their children.

Sustainability

2023 saw a continuation of the school's sustainability initiatives. Gardening groups, involving students K-6, gave students the opportunity to be involved in maintaining and nurturing the school gardens and provided valuable learning opportunities about sustainability and garden management. Our school-wide composting system continued, where we collect classroom compost waste and repurpose it for our school gardens. Our Compost Crew was made up of Stage 2 students, who were given the responsibility of emptying and transporting our compost to the compost bins. In 2023, 'The Patch', our native beehive and 'Sustainability Hub' all continued to thrive. New umbrellas were purchased for 'The Patch' and designs also commenced in collaboration with the student leadership team for a sensory garden to be established alongside 'The Patch'. A large outdoor glockenspiel was also installed at 'The Patch', using money received through a local government grant. The remaining grant funds will be used to purchase additional fruit trees for the area.

In 2023, the school hosted a working bee, which was well attended by staff and parents. The P&C hosted a barbecue for the volunteers and the school grounds greatly benefited from the time and effort dedicated to the initiative by our school community.