2023 Annual Report

Shoalhaven Heads Public School

1625

Introduction

The Annual Report for 2023 is provided to the community of Shoalhaven Heads 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

Shoalhaven Heads Public School
47 Ravenscliffe Road
Shoalhaven Heads, 2535
https://shoalhaven-p.schools.nsw.gov.au
shoalhaven-p.school@det.nsw.edu.au
4448 7174

School vision

Our vision is to encourage open minds and creative thinkers who will meet the challenges of their generation.

Together we give every student the opportunity to be their best academically, culturally, emotionally, and socially. Through quality teaching and engaging learning, we make our school a fun, fair and an inclusive place for all. We promote a cooperative environment where people learn from and inspire one another to be their best. We work in partnership with our community to encourage kind, caring and compassionate young people with the skills to apply these values in their daily lives and into the future.

Engagement with a diverse curriculum facilitates a culture of quality learning and educational risk taking in a safe school setting. This ensures every student has an opportunity to develop as resilient community members who have the self-belief, knowledge and skills required to overcome challenges and strive for continued improvement.

School context

Shoalhaven Heads is a picturesque coastal town with a strong, supportive community. Our town is located at the foot of Coolangatta Mountain which includes the Cullunghutti Aboriginal Area that is a culturally and spiritually significant place for our first people.

Shoalhaven Heads Public School has enrolled generations of the same families since our opening in 1861. A number of our staff are also proud past students.

Shoalhaven Heads Public School has a strong P&C and benefits from the voluntary involvement of parents and local community members. Their time and effort enhances school programs for our students, including support during class activities, assistance during social events, community sport programs, participation in the school's ukulele group and dedication to our community gardening projects.

Shoalhaven Heads Public School provides a healthy and active learning environment for students, who participate in daily physical education lessons that utilise our own sports oval, including a basketball court, rugby league field, soccer field and play equipment. The school regularly enters teams in PSSA events and has had many students and teams excel at some of the highest levels of sport. Students are provided the opportunity to participate in community sport, where strong partnerships allow the school to utilise the impressive variety of facilities within Shoalhaven Heads, such as the pump-track and skate park, tennis courts, community pool, boat ramp for fishing and the beach.

Shoalhaven Heads is a member of the local Community of Schools (COS) who meet regularly to bring ideas together. Our community of schools effectively collaborates to enhance teaching, learning and leadership in all schools. There is strong focus on authentic partnerships with the NLAECG to bring to life the Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030.

Our school current student enrolment is 185. This is showing an upward trend since 2019. Of our students, 16 students identify as Aboriginal and/or Torres Strait Islander. 13 students have a language background other than English. There are currently no beginning and emerging EAL/D students. 12 students are non-local enrolments, 5 of these are sibling enrolments. Our current Family Occupation Education Index is 90, up from previous years.

When an internal analysis was conducted against the student outcome measures, it was evident that expected growth in Reading, Numeracy and Writing would be areas for explicit focus in the new school plan. A disciplined approach to inquiry and reflective practice will underpin all areas of this plan.

The school is committed to continually improving effective classroom practices. Participating in High Impact Professional Learning (HIPL) will ensure student educational pathways lead to learning growth. Through improved data collection, analysis and use, our commitment to individualised and differentiated learning is embedded. The provision of highly effective, self-directed learning opportunities for all students, coupled with strong staff collaboration and individualised feedback loops, staff and students will build the capacity to deeply reflect on our teaching and learning journey.

Having reflected on our implementation of practices, we have prioritised establishing sustainable structures and processes for leading improvement, innovation and change as supported by the current research. These activities will focus on developing and sustaining whole school processes for collecting and analysing data to ensure the implementation of contextually appropriate curriculum provision underpinned by evidence-informed strategies and embedded evaluative practice to create school excellence.

Shoalhaven Heads Public School 1625 (2023)

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

The School Excellence cycle is underpinned by the School Excellence Framework (SEF) and supports all NSW public schools in the pursuit of excellence. The SEF provides a clear description of effective practice across the key educational domains of learning, teaching and leading, and informs and guides decision making by principals.

In 2023 our school, undertook External Validation and the panel report identified that the school's self-assessment is consistent with the panel's judgement and is, therefore, validated in all elements with the exception of one. This highly reflective analysis of our school's continuous improvement was both affirming of the things we do and provided clear directions for future growth that will drive the next School Improvement Plan.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes that reflect system-negotiated targets in Reading and Numeracy, we will build a responsive learning culture that is evidence based, data informed practices to ensure we best met the needs of all students.

Initiatives

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

- Reading
- Numeracy

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
Low level adjustment for disability
QTSS release

Summary of progress

A focus for reading in 2023 was Embedding Learning Intentions and Success Criteria (LISC) processes for reading goals across the school to increase student ownership and home school connections to learning. This involved developing a school wide personal learning goal template for students to articulate and record their individual learning goals. The student learning goals were made available to parents through the digital portal. Parent workshops lead by the students were conducted to build a shared understanding of the format and purpose of individual learning goals at Shoalhaven Heads Public School. As a result the majority of parents understand and value the personal learning goal process to connect to their child's learning which was communicated in the post workshop parent survey. Next year, the focus will be on including greater opportunity for parent interaction with learning goals during all stages of goal setting and including the "how" students plan to achieve their goals.

A focus for reading in 2023 was on improving and monitoring reading comprehension across the school. This involved High Impact Professional Learning lead by the Assistant Principal Curriculum and Instruction and undertaken by all staff to ensure all Teaching & Learning programs show clear and effective annotation and differentiation notes to provide a proactive response in teaching to assessment data. Strengthening the teaching of comprehension was driven by improved teacher capacity to use the digital CARS and STARS comprehension platform. An emphasis was placed on accessing and using pre-test and placement test baseline data to plan student learning at the point of need and monitor benchmark assessments across the year for reading growth. Weekly unit planning included lessons focused on reading comprehension strategies and class teachers evaluated individual student growth after each unit of learning. As a result of explicit teaching in reading comprehension there was positive growth for the cohort across reading levels in Stage 2. However, reading comprehension in Stage 3, saw a decline in students assessment results over the year. This shows that the explicit teaching of isolated comprehension strategies in a weekly format did not achieve the expected growth. Our internal data, coupled with the current research and the introduction of the new syllabus means that Shoalhaven Heads Public School will not continue to implement CARS and STARS next year.

A Numeracy focus for 2023 was on ensuring consistency of student growth in Numeracy across the school. This involved the implementation of a collaboratively developed expectation for quality numeracy lesson structures. Newman's problem solving processes were embedded into the quality numeracy lesson structures to develop strategic thinking in students. The lesson structures were evaluated and refined to ensure quality mathematics teaching occurs in all classes. A system was developed to ensure all internal and external student Mathematics data was centrally recorded to ensure collaboration and school wide tracking of student achievement. This data was analysed by executive to monitor student growth in Numeracy across the school. As a result Mathematics teaching at SHPS follows a quality structure in all classes. Student data is collected and analysed regularly to drive point of need teaching and whole school strategic directions. Next year the focus will be on monitoring the quality lesson structures and how they align with the new syllabus implementation across the school which will support further improvement towards a high standard of quality mathematics teaching and learning.

A Numeracy focus during 2023 was on developing a strong whole school understanding of the new Mathematics

syllabus. This involved the Assistant Principal Curriculum and Instruction developing and leading Learning Sprints to support staff to unpack the new syllabus and build a deep understanding of the syllabus Aim and the overarching Working Mathematically outcome. The new syllabus was implemented in K to 2 classes by trialling the use of the DoE sample units which included the use of Department of Education supporting resources. Digital annotations of lessons were monitored by executive to ensure teaching is reflective of student needs. As a result teachers have a shared understanding of the Aim of the new syllabus and confidence to ensure the Working Mathematically outcome drives teaching and learning. Next year the focus will be to evaluate the use of the new Department of Education units in K to 2 to ensure that teaching and learning meets the needs of our students. Year 3 to 6 teachers will be supported to contextualise and implement the Department of Education example units which will support further improvement towards quality teaching across the school in Mathematics.

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
Reading Growth An increase in Check-in Assessment mean scaled score for reading each year. Reading level summary report of CARS and Stars shows growth in reading.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 18.4% from year 3 to 4, decreased by 7.8% from year 4 to 5 and increased by 7.4% from year 5 to 6. Yearly growth assessed through CARS shows that stage 2 students show and average growth of 20.33%. However, stage 3 did not show reading growth through this program.
Numeracy Growth An increase in Check-in Assessment mean scaled score for numeracy in each year All students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 10.2% from year 5 to 6. The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has decreased by 8.5% from year 4 to year 5. PAT Cohort scaled score range of Growth across time in Numeracy for the 50th to 75th percentile shows current year 6 lower end up 22.6 points and the top end up 11.3 points. PAT Cohort scaled score range Growth across time for Numeracy for the 50th to 75th percentile shows current year 5 lower end up 40 points and the top end up 23 points. PAT testing indicates 77.5% of students achieved growth across the 2023 school year in Numeracy.

Strategic Direction 2: Teaching Excellence

Purpose

We will invest in High Impact Professional Learning to develop teacher capabilities while pursuing a shared approach to school improvement.

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.

- High Impact Professional Learning
- Data Literacy

Resources allocated to this strategic direction

Professional learning
QTSS release
AP Curriculum & Instruction
Beginning teacher support
Low level adjustment for disability
Aboriginal background

Summary of progress

High Impact Professional Learning

The focus for 2023 was developing a commitment to the delivery of High Impact Professional Learning (HIPL) through the establishment of Professional Learning Communities and implementing Learning Sprints which focused on continuous improvement of teaching and learning.

This involved promoting Professional Learning Communities (PLC) through the implementation of Quality Teaching Rounds (QTR). Professional Learning was provided to all teaching staff by the Assistant Principal, Curriculum & Instruction along with the established 2022 Quality Teaching Rounds participants. HIPL provided in Term 1, introduced the process, implementation plan and intended outcomes of QTR. During this HIPL, teachers collaboratively viewed and coded videos of demonstration lessons. Rigorous professional discussions took place around coding of quality teaching elements within these videos. An agreed schedule for the timeline of implementation was created to ensure all staff had the opportunity to participate in all roles within the QTR process. To ensure this HIPL was delivered with fidelity, it was driven by the Assistant Principal Curriculum and Instruction, who was a member of each round of Quality Teaching PLC. During 2023, all staff completed a full round of QTR. As a result, all teachers will engage in HIPL and collaboration through Quality Teaching Rounds to collectively analyse and refine their practice at least once each school year. Evaluation of the implementation of Quality Teaching Rounds included teaching staff completing a survey to gauge teacher perception of Quality Teaching Rounds as a high impact professional learning opportunity. The analysis of survey results from teachers after they had participated in a full round of Quality Teaching Rounds showed 100% of participants consider that QTR was a positive experience. Staff responses indicated that the strength of this professional learning includes providing a positive way to reflect on classroom practice while building across stage collaboration and deepened understanding of the quality teaching elements. As a result, QTR processes are now to be embedded across the school to support Shoalhaven Heads Public School's commitment to delivery of exemplary quality teaching and learning. Implementation of Quality Teaching Rounds provides clear evidence of improvement in student learning, based on effective methods of explicit teaching. The Quality Teaching Model supports teachers to engage in explicit teaching by providing shared concepts and language for analysis of effective pedagogy which supports a high expectation culture. Next year the focus will be on the continued implementation of QTR to support the enhancement of quality professional practice.

A Learning Sprint process was developed by the Assistant Principal Curriculum and Instruction and implemented with all classroom teachers. Learning Sprints involved building the capacity of teachers to target a narrow teaching focus for intensive intervention that monitors student understanding and plans next steps for development of future Learning Sprints. This explicit system facilitates professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. Learning Sprints were designed to develop staff capacity to improve student achievement at identified point of need and for teachers to be supported to trial innovative, evidence based and future-focused practices. Areas for development in teacher expertise were identified and addressed through professional conversations, data analysis of student achievement at a stage or whole school level, analysis of Teaching and Learning plans and observations of teaching. Learning Sprints are developed in consultation with the Assistant Principal Curriculum and Instruction and classroom teachers. Modelled, team-teaching and

observation of practice is followed by feedback discussions and planning adjustments to refine individual Learning Sprints for each stage. The APC&I regularly shares Learning Sprint data and feedback with the executive team to analyse and reflect on success of the HIPL. As a result of implementing Learning Sprints, the capacity of teachers to target a narrow teaching focus for intensive intervention that monitors student understanding and plans next steps for development was enhanced. Next year a more consistent plan for the implementation of Learning Sprints will be resourced to improve the monitoring of impact on student outcomes.

Data Literacy

The focus for 2023 was to design an efficient, whole school data management system that ensures student data analysis drives teaching and learning. This involved establishing explicit and consistent processes for student learning data collection that is accessible to all teaching staff. Teaching and Learning programs reflect responsive planning of learning activities based on regular formative assessment. Pre and Post tests conducted as an integral part of the teaching and learning cycle are analysed for individual student growth. A rigorous assessment audit was conducted to determine current processes for data collection, data storage, and accessibility which was used to refine our school practice. Further investigation was undertaken to review the impact of the data collected on classroom teaching and the purpose and usefulness of each data demand. Cohort trends are monitored by the leadership team. Triangulation of internal and external assessment, including PAT, Check In, NAPLAN and InitiaLit Cumulative reviews, are scheduled regularly to drive HIPL opportunities. HIPL was undertaken by Assistant Principal Curriculum and Instruction to develop understanding of analysis of new intuitive PAT data at a whole school and individual level. New PAT assessment measures were explained and shared with the whole staff. Further training for teaching staff will be required for classroom teachers to interpret this intuitive testing platform data more effectively. The Assistant Principal Curriculum and Instruction currently analyses this data and provides focus areas to stages at fortnightly meetings. Collaborative stage planning days are used to interpret a range of data collected, internally and externally, to evaluate teaching and learning programs and develop consistent teacher judgement for the reporting of student achievement. As a result, teachers clearly understand, develop and apply a full range of assessment strategies to determine teaching directions, monitor and assess student progress and achievement, and reflect on teaching effectiveness.

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
Self-assessment against the School Excellence Framework in the element 'Learning and Development' indicates improvement from Delivering to Sustaining and Growing.	Through our investment in High Impact Professional Learning aligned to the school plan, Shoalhaven Heads Public School has explicit systems for capacity building, collaboration, feedback and a sustained shared approach to school improvement. This places our school self-assessment against the School Excellence Framework in the element of Learning and Development at Excelling, this assessment was validated at our 2023 External Validation.
Self-assessment against the School Excellence Framework in the element 'Data Skills and Use' indicates improvement from Delivering to Sustaining and Growing.	Through the capacity building of teaching staff in Data literacy, Shoalhaven Heads Public School has strong processes and practices that ensure student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. This places our school self-assessment against the School Excellence Framework in the element of Data Skills and Use at Excelling, this assessment was validated at our 2023 External Validation.

Strategic Direction 3: Engagement through Efficacy

Purpose

In order to increase learning engagement we will build community partnerships that support, develop and grow students self efficacy inclusive of their social, emotional, cultural and academic needs.

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 Culture
- Student Engagement

Resources allocated to this strategic direction

Per capita
QTSS release
Socio-economic background
Aboriginal background
Professional learning
AP Curriculum & Instruction
Integration funding support
Location

Summary of progress

A focus for Learning Culture in 2023 was on strengthening home school connections and developing community understanding of collaborative learning environments. This involved providing several parent workshops and information sessions focused on the structure and expectations of collaborative learning environments, Learning Intentions and Success Criteria, Academic Reports and Curriculum Reform. Collecting feedback from parents through surveys, P&C meeting discussions and one on one interviews developed a shared learning partnership. As a result SHPS has strengthened home school connections around a shared understanding of collaborative learning environments and clear and effective processes to share student learning goals and reporting on student learning with parents. Next year the focus will be increasing participation in all workshops, information sessions and P&C meetings to ensure our parent voice is truly representative.

The focus of Learning Engagement for 2023 was to provide individualised opportunities for students to attempt challenging work, whether the challenge is intellectual, physical or performance-based. This involved the development of a shared understanding of HPGE through staff Professional Learning of the DoE policy and the creation of a HPGE team including Principal, Learning and Support Teacher and select teaching staff to design and lead a pilot program with identified students to support their access to talent development. A baseline data survey was conducted to identify current understanding and implementation of the HPGE policy within our school context. As part of our commitment to supporting all students to achieve their educational potential, we implemented a talent development program called Early Enrichment Groups (EEG). These groups are a deliberate, systematic program for enrichment and extra-curricular participation during which a student's potential is supported in one or more of the specific domains. Enrichment groups were formed and focused on, developing and extending creative and critical thinking skills, developing and extending research skills and developing and extending independent student learning and engagement. Through the collection and analysis of a range of data, a number of students who align to the High Potential and Gifted Education policy definition were identified. As a result of early exposure to enrichment opportunities all students identified and engaged in their learning interests. Student engagement increased through enhancing and broadening the curriculum. Next year a school wide process for talent identification will be drafted in consultation with the community to continue to build on the strong foundation.

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
Self-assessment against the School Excellence Framework in the element	In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement

'Learning Culture' indicates improvement from Delivering to Sustaining and Growing.	throughout the school community. Self-assessment against the School Excellence Framework was validated at Excelling in 2023 indicated that the focus on Learning Culture has had a positive impact.
Improvement in the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the lower bound system negotiated target of 89.9%.	Tell Them from Me data shows 97.26% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating achievement of the upper bound target and higher than state and similar schools.
Improvement in the proportion of students attending school 90% or more of the time to be at or above the lower bound system-negotiated target of 83.0%.	The number of students attending greater than 90% or more of the time is 55.33% indicating a decline in progress towards the lower bound target.

Funding sources	Impact achieved this year
Integration funding support $178,210.00	Integration funding support (IFS) allocations support eligible students at Shoalhaven Heads Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student Engagement **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** Students were provided with one-to-one intervention from School Learning Support Officers (SLSO's) in the classroom and playground, based on their level of need. All eligible students have demonstrated progress towards their personalised learning goals. Release time for classroom teachers was funded to liaise with carers and stakeholders to develop and conduct reviews of students' Personalised Learning and Support Plans (PLSP) with the wellbeing team. . **After evaluation, the next steps to support our students will be:** Formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed and targeted to point in time need. A comprehensive handover at the end of the year for the next teacher to ensure that there is consistency and understanding of the students complex needs.
Socio-economic background $44,644.15	Socio-economic background equity loading is used to meet the additional learning needs of students at Shoalhaven Heads Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Learning Culture **Overview of activities partially or fully funded with this equity loading include:** • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff to support student learning. • resourcing to increase equitability of resources and services **The allocation of this funding has resulted in the following impact:** All students have access to co-curricula activities at the school. Every student has an identified support person at the school. All staff are able to work collaboratively so that programs are consistent and differentiated for every student. **After evaluation, the next steps to support our students will be:** Analyse our internal and external data to identify all students that may need extra support either academically or emotionally. Continue to fund staff planning days to ensure consistency across the school in programs and to analyse data so that every child is engaged.
Aboriginal background $18,129.70	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Shoalhaven Heads 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

Aboriginal background $18,129.70	educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Literacy • Learning Culture **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs **The allocation of this funding has resulted in the following impact:** Personalised Learning Pathways (PLP) for all First Nation's students are developed in consultation with students, parents/carers and teachers. To support the implementation, tracking and monitoring of student PLPs the documents are easily accessible digitally and as a hard copy. The PLP planning documents were used by our school to ensure students and their parents/carers are actively engaged in meaningful planning and decision-making in education. Honest, respectful and genuine conversations are of great importance as they identify and strengthen shared understandings of goals, expectations and responsibilities. A schedule was created and casual release for classroom teachers was provided to ensure the meetings are conducted as a priority. The 8 Ways PLP planning document was used to facilitate the communication of each student's unique story and record personalised goals. PLPs support our school-wide collective responsibility to drive student learning and improve learning outcomes through individualised learning needs. PLPs for individual students are discussed at team meetings to monitor progress and make adjustments as needed. Personal Learning Pathway goals and student progress toward them are included in written student semester reports under the Personalised Learning Progress section, twice a year and at regular review meetings or on parent request. A yarning circle was in the playground as a place meet and learn. **After evaluation, the next steps to support our students will be:** More regular parent input and feedback on progress. Continue to identify and target intensive support or extension for our Aboriginal students.
Low level adjustment for disability $90,303.90	Low level adjustment for disability equity loading provides support for students at Shoalhaven Heads Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Numeracy • Data Literacy **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention in Literacy and Numeracy to increase learning outcomes. **The allocation of this funding has resulted in the following impact:** Structured programs to enable learning that was personalised for individual students, student cohorts and groups of students to engage with the curriculum at their point of need, including a whole school focus on explicit teaching practices that are aligned to student learning needs. Significant growth in student learning outcomes was evidenced through a range of internal and external assessment measures.

Low level adjustment for disability $90,303.90	**After evaluation, the next steps to support our students will be:** Evidence-based, high impact teaching and learning strategies consistently implemented with targeted and strategic learning and support and extension. Continue shoulder to shoulder support from APC&I to ensure all students learning is at point of need.
Location $4,966.52	The location funding allocation is provided to Shoalhaven Heads Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student Engagement **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions **The allocation of this funding has resulted in the following impact:** All students having access to extra-curricula activities. Enrichment activities including Verse speaking, Southern Stars, CAPA enrichment incursion, end of year celebrations and author talks were subsidised so all students had opportunity. **After evaluation, the next steps to support our students will be:** Continue to fund enrichment activities to ensure our students are exposed to a variety of experiences.
Professional learning $17,544.13	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 Shoalhaven Heads Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • High Impact Professional Learning • Learning Culture **Overview of activities partially or fully funded with this initiative funding include:** • Professional Learning for all teaching staff in QTR • Professional Learning for staff on using LISC processes for reading goals across the school • Professional Learning provided to stage 3 teachers on the digital CARS and STARS Comprehension platform with an emphasis on accessing and using pre test and placement test data to plan student learning at the point of need from baseline data **The allocation of this funding has resulted in the following impact:** All participants in the Quality Teaching Round (QTR), Professional Learning Communities (PLCs) were observed and had the opportunity to observe 3 others teach and reflect on teaching through the professional conversation that followed around the coding of the lesson against the 18 quality teaching elements. All observed teachers reflected on the changes they could make to their own practice, future implications for their QTR PLC and future directions for the school as a whole. PLCs provided positive feedback and showed they valued participation in QTR as a HIPL opportunity to reflect on and improve their teaching. Having the designated time and space to reflect on observed teaching through the elements of the QT framework developed a shared understanding and language to discuss teaching. **After evaluation, the next steps to support our students will be:** SHPS will continue to embed QTR as HIPL to develop teaching excellence.

QTSS release $36,575.71	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Shoalhaven Heads Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Numeracy • High Impact Professional Learning • Learning Culture **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices • teacher release for lesson observations **The allocation of this funding has resulted in the following impact:** Stage teams were released 1/2 day every 5 weeks for collaboration sessions for professional learning on data analysis and quality programming. Addition release from face-to-face teaching provided time for APC&I to lead fortnightly stage based Learning Sprints using data to identify an area of need for each stage to reflect on teaching and learning practices, model explicit lessons and monitor student growth. **After evaluation, the next steps to support our students will be:** Continue to provide collaborative planning time focused on the simplification of teacher programming of Numeracy to ensure learning programs are better annotated and documentation of how assessment is driving planning and differentiation is evident.
COVID ILSP $49,102.55	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy • providing intensive small group tuition for identified students who were in the bottom quartile of Stage 1 after InitiaLit Screeners were administered. **The allocation of this funding has resulted in the following impact:** Students in the Stage 2 cohort are achieving 5.4% above State average and 9.9% above SSG average in Check-In Numeracy assessment. All students in the Stage 1 cohort have shown growth in reading fluency. All students in the intervention group achieved 100% in the recent reading Cumulative assessment. **After evaluation, the next steps to support our students will be:** Continue to provide small group tuition to support Stage 2 to continue Numeracy achievement. Monitor students who have completed the MiniLit intervention to ensure they maintain their achievement and can use this during whole class and independent learning. Continue to provide small group intervention in literacy to support the bottom quartile of Stage 1 each year.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	96	97	95	94
Girls	81	90	87	80

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	91.5	93.1	88.7	89.0
1	90.6	94.0	90.8	90.3
2	91.1	93.3	89.0	91.2
3	92.4	90.8	86.3	92.5
4	88.8	92.2	88.9	88.2
5	92.1	92.6	89.9	88.6
6	89.5	92.6	83.3	89.0
All Years	91.0	92.6	88.4	89.9
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

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
Assistant Principal(s)	2.8
Classroom Teacher(s)	6.95
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	1.92

*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.

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	147,335.83
Revenue	2,591,021.78
Appropriation	2,426,905.94
Sale of Goods and Services	59,664.30
Grants and contributions	97,320.30
Investment income	7,031.24
Other revenue	100.00
Expenses	-2,468,767.51
Employee related	-2,216,815.67
Operating expenses	-251,951.84
Surplus / deficit for the year	122,254.27
Closing Balance	269,590.10

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	147,816
Equity Total	153,078
Equity - Aboriginal	18,130
Equity - Socio-economic	44,644
Equity - Language	0
Equity - Disability	90,304
Base Total	1,649,195
Base - Per Capita	47,367
Base - Location	4,967
Base - Other	1,596,861
Other Total	219,258
Grand Total	2,169,347

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.

Parent/caregiver, student, teacher satisfaction

Our 2023 **The Tell Them From Me** survey completed by students, had a 76% completion rate and shows that student report above state average for Advocacy at School, Expectations for Success and Sense of Belonging, showing that the effort made through our Strategic Direction 2 and 3 is having an positive impact on students perception of school life.

The reduced turn over in teaching staff has been reported to have made a positive different to staff wellbeing. Co-teaching has reduced workloads for staff and has been identified by staff and having a significant difference on their cognitive load allowing for greater focus on one area of the curriculum and greater job satisfaction.

Shoalhaven Heads Public School collaborate with the school community through forums, workshops, P&C meetings, surveys, and the Annual School Report, to reflect on student progress and achievement data and to develop plans for continuous improvement. Our 2023 **Tell Them From Me** Parent survey only had response of 8 parents and therefor can not be used to as valid information about parent satisfaction with the school.

High levels of parental engagement in our school, can be evidenced by the significant number of survey feedback responses related to workshops and interacting on student learning journals both, designed to increase strong home/school connection.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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