

# 2023 Annual Report

## Unanderra Public School



3308

# Introduction

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

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

## School contact details

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## Message from the principal

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### End of Year Presentation Day Speech- Principal Speech

Good morning special guests, parents, friends, community members and most importantly students.

I too would like to acknowledge the traditional owners of the land and pay my respects to those past and present, those of the future and those here with us today.

Firstly, I would like to begin by thanking all of our incredible office staff, SLSO staff, teachers and Mrs Mc Cabe and her committee on the fabulous organization of this mornings' special assembly.

We end 2023 being able to reflect on a year where the achievements and successes of each student either socially, emotionally and/or academically was beyond our anticipated outcomes.

In striving to deliver excellence we must firstly have a school culture that is harmonious and united. Together we all actively strive to encourage one another and work towards achieving beyond our personal best.

A strong school strategic plan that sets ambitious targets and implements strategies to establish and support high expectations is embedded in all that we do. We are incredibly fortunate to have staff who are highly skilled and talented and who are dedicated to adopting best practice in pursuit of achieving these goals for all of the students.

**Strategic Direction 1: 'Student Growth and Attainment'** has focused on providing a whole school approach in the delivery of quality learning experiences that are focused and differentiated and incorporate high expectations. In order to drive student growth and performance in Literacy and numeracy.

This year we have enjoyed the knowledge and the expertise of our Assistant Principal Curriculum and Instruction.

I acknowledge the Year 2 students and their teachers including Learning and Support Team and School Learning Support Officers for the extraordinary results achieved this year. Every student who participated in the PAT tests at the beginning and end of the year (which is over 85%) has made growth in both mathematics and reading. This is a brilliant outcome and has been achieved by their collective hard work and an unwavering commitment to understand the unique way in which each child learns and then adjust accordingly. Thank you to Mr Hosler for your work in drawing a focus on strategies to support the teaching and learning of these key learning areas.

Reflective practices, efficient timetables, future focused strategies planning meetings and teacher professional learning has emphasised the different learning needs and challenges of each student to ensure that individual student learning outcomes remain the priority.'

### Strategic Direction 2; 'Wellbeing. Inclusion and belonging'

In order to maximise each individual sense of wellbeing, inclusion and belonging we have focused on shaping our school community to centre around student choice, leadership and social and emotional learning. In partnership with our parents and carers, we have made strong progress in establishing a culture focused on positive relationships that support and enhance all the domains of wellbeing

### **Strategic Direction 3: 'Quality Systems and Practices'**

In order to establish a self-sustaining and self-improving high-performance culture, we have focused on developing quality systems and explicit processes so that teacher practice is enhanced and supported. This has resulted in a clear focus on student progress and achievement, reflective of the overarching strategic vision of the school community.

We will continue this journey in focusing on capturing and sustaining a high standard of quality teaching through the delivery of innovative teaching practices.

Our commitment to these three strategic directions has been rewarded with some impressive outcomes including the introduction of initiatives and pedagogies such as Smart Start, Formative Assessment, Berry Street Education Model for Trauma informed teaching Practice (just to name a few).

In addition to this, Unanderra Public School staff have hosted a Kindy Expo showcasing the great learning experiences our school offers, the Great Book Parade once again enriching the learning of all of our students in the celebration of literacy and reading, we danced the night away at our school disco held in the second half of the year.

We have embraced and built upon positive connections with our local pre-school, by hosting the Smart Start program and participated in Gala days in partnership with many local schools to build on the skills of teamwork and gross motor development for all of our children.

The Aboriginal Education Committee have been working very hard and have made a positive impact to build the culture of understanding and embedding Aboriginal perspectives in our day-to-day teachings and routines. Teachers have participated in critical professional learning including a three-day course called Connecting to Country. We are grateful for these opportunities and recognise the impact of what we do and continue to be committed to closing the gap in education for our Aboriginal children.

Students from Unanderra Public School performed in both the Massed Dance troupe and the Aboriginal dance group at Southern Stars. Rehearsals for this spectacular show began early in the year and required a long-term commitment from not only the students and teachers but also from the families.

Congratulations to the children who participated in PSSA and regional athletics events, state cross country, soccer and football trials. It is exciting to see the many talents of our representative sporting students through their participation in these extra curricular sporting activities. I also commend your respectful and sportsperson ship while competing and representing UPS! Thank you to Miss Scruby and the administration staff for their work behind the scenes in following up with the organisation for these events. We always look forward to hearing your personal best achievements!

There are many people who I would like to acknowledge and thank for their outstanding commitment to Public Education.

Our teachers, SLSO's, office administration staff, general assistant, cleaners work together to ensure that each day is filled with engaging learning experiences in a safe, clean and harmonious school environment that is well resourced.

The learning of our children cannot be fully achieved without the support the school community. Each day the parents and friends of this great school community make a positive difference. They converse and plan through meetings and set the ball rolling into motion with action, such as contributing to Healthy Harold for the entire school and supporting the purchase of items such as technology devices and contributing to the Year 6 farewell! This care and financial assistance makes our school an incredible place to be for all children and we thank you all so much.

I formally acknowledge the executive leaders in the school as their commitment and hard work in having an unrelenting commitment to support and encourage the students and staff at UPS has afforded me the opportunity to continue to build on the strengths and embrace the positives that sometimes can be shared with great challenges.

I congratulate our kindergarten students who have successfully completed the first year of their formal learning journey and look forward to embracing the life-long enthusiasm of learning that is embedded in all that we do at Unanderra Public School.

The students in year 6 who are now facing exciting new challenges in 2024 and beyond will most certainly recall many great memories of their time in primary school and hold dear the positive words of encouragement and support provided to them by their teachers along the way. I wish you all the very best in your first year of high school and encourage you to respect yourself always and work hard to follow your values that contribute to making your own dreams come true.

Once again, I congratulate everyone on a wonderful and successful year and I wish you all a safe, happy and restful holiday break and look forward to seeing you all in the new year!

Mrs Anissa Rajendra

## Message from the school community

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### End of Year Speech from P & C President- Lisa Jones

*Congratulations to all of the students at UPS! This year has been full of highlights and we are sure that you have strived to do your personal best in 2023.*

*Well done to all of the students who have received an award this morning. It is always great to have your hard work and effort recognised as I am sure you have all worked really hard! To all of the students who have not received an award, we are all proud of you too! You have all tried to learn new skills, be the best friend and classmate that you can be, whilst giving challenging tasks a try. Well done to all students!*

*I have been asked to share with you all what the Unanderra Public School P&C has been up to this year. What an amazing year it has been! The school community is loving the feeling of connectedness that has been increasingly built up in 2023. Our events have tried to compliment the values of our wonderful school and keep the wellbeing of our students as a priority.*

*After many years of COVID-19 creating stress and limiting our progress, it is so nice to feel like we have helped to re-establish opportunities for celebration!*

*Our Fete at the beginning of the year was a big undertaking, however it really set the tone for us moving forward with so much to celebrate. We had a fantastic time laughing along with Shaunicus the magician, getting up close to snakes and crocodiles with Feature Creatures, face painting and jumping around on some giant inflatables.*

*Next, it was great to be able to put on our Election Day BBQ not long after the fete. A solid way for us to raise funds and be visible to the wider community. We had many dedicated volunteers in this space which was amazing after only just having our Fete the week before. Easter was joyful once again with our fabulous parade displaying so much colourful creativity. The egg basket raffle was popular again with the guessing competition, also a big hit!*

*The Mothers Day Stall and Fathers Day Stall went extremely well! Again, our dedicated helpers for both of these events did an amazing job in helping it to go smoothly. The Queen St Bakery pie drive was a wonderful success! So many delicious pies sold, the helpers for this event worked so hard in making sure that orders were correctly put together and that they all got out in time for collection.*

*The Flip Out fundraiser for our Yr 6 farewell was a sell out yet again! The raffle tickets sold for this event helped us to raise a considerable amount for the farewell event, above and beyond our usual budgeted amount. The Bunnings BBQ was another fantastic display of volunteers banding together to serve our school and community. We had a big success once again and had the pleasure of selling out of our sausages and needing to buy more! The addition of the cake stall was very well received and helped us raise even more funds to go towards our school. Our spellathon was very successful yet again and the classes with the highest amount raised had the pleasure of a pizza party. Thanks for all of your efforts in collecting sponsors and learning all of those spelling words.*

*Our Colour Explosion event was such a wonderful way to celebrate the end of an eventful year. We were just so thrilled to have the support of so many parent helpers and we were so happy that the rain eased just enough for it to go ahead. It certainly looked like all of our students had a fantastic time and we hope that everyone will enjoy their prizes!*

*This year, we have used our fundraising money to:*

*~Subsidize transport to our Athletics Carnival*

*~Reading Eggs and School Magazine subscriptions*

*~Inflatable hire, Reptile Display and Magician for our school fete*

*~Decodable readers*

*~Medals and trophies*

*~Our annual Yr 6 farewell contribution.*

*We have also been left with an additional surplus of \$8000 this year which is absolutely incredible. We are planning to vote at our P&C meeting tonight as to how that money should be used to benefit the students of our school.*

*We look forward to sending you an update about the outcome of that vote. I*

*wanted to issue a personal thanks to all of the executive team this year. It is another thing to juggle in what is an already busy season. Work, family, friends and extra curricular activities all take up so much of our time and energy, so I acknowledge that it is not a small thing to take on this extra responsibility.*

*Special thanks to our other Event Coordinators and key team members who have stepped in to help and support us this year. All of our amazing volunteers who have stepped in to fill roles where needed, THANK YOU!*

*Thank you to all of our families for supporting our events and for helping us to raise funds to be used in our school.*

*I would like to take this opportunity to encourage our UPS families to join us in 2024! We know that as a P&C group, we have the opportunity to make a positive difference to our school and it's students. Many hands really do make the load lighter for everyone and help to keep things stress free! We try to have a lot of fun along the way and our children love seeing us getting involved in our various events.*

*The UPS P&C would like to wish everyone a merry Christmas and a safe and fun holiday break. Lisa Jones (UPS P&C President, 20 23)*

## **Message from the students**

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### **End of Year 6- Captains Speeches**

Congratulations today we are coming to the end of our primary school journey ready to leap into the unknown-high school. As we say farewell to Unanderra Public School, let us remember the important lessons we've learned like working together gets us further towards our goals. And hard work can bring rewards like movies, class parties and Jamberoo. Next year we are starting a new chapter of our life. I wish everyone the very best for high school. Thank you!- Year 6 Captain- Yerremurra

I've been looking forward to this night since the beginning of the year and I can't believe it's already here. It's gone by so quickly but so full of amazing and funny memories. Thank you for making my time at UPS amazing.- Year 6 Captain- Ruby

## School vision

The Unanderra vision is embedded within the schools motto '*Strive to Achieve*'. This shared vision celebrates the individuality of each child and highlights the positive partnerships between the staff, students and school community. The school aspires for all students to aim to achieve beyond their potential and empower them as lifelong learners by providing rich and diverse opportunities within a harmonious community. Inspired by respectful relationships, positive student wellbeing and supportive leadership, students are actively encouraged to be proud of their uniqueness and uphold the values of being *Safe, Respectful and Responsible* learners,

## School context

Unanderra Public School is proudly located on Dharawal Country with a strong focus on aspirational goals, student well being and guiding and supporting students to interact in a safe, respectful and responsible manner. Our school changed sites in 1999 and enjoys a long and proud history stretching back over 140 years. Our current enrollment of 377 students has 16 classes, with one class being funded internally by the school. In 2023, the school had a Family Occupation and Education (FOE) index of 96.

We have embraced the Positive Behaviour for Learning model to build a culture of kindness, perseverance and team spirit. Our students come from diverse backgrounds, with 8% identifying as Aboriginal. High expectations of students, community and staff ensure we remain focused on our core business-the successful attainment of student learning outcomes. Our dedicated teaching and non-teaching staff provide a variety of engaging learning experiences that promote critical thinking, are differentiated and future focused, to meet the specific needs of the whole child. Literacy and numeracy form the basis for challenging and relevant classroom learning. Students, staff and the school community recognise that student well being and engagement are important conditions for learning.

Unanderra Public School is actively supported by a strong Parents and Citizens Association and involved community members. Parents are encouraged to participate within the school and actively contribute where possible. The staff at Unanderra Public School enjoy positive relationships with the broader community and continuously strive to maintain active engagement with all family and community members

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to drive student growth and performance in literacy and numeracy we will establish a culture strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community so that students are knowledgeable, confident and engaged learners.

### 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.

- Literacy and Numeracy
- Assessment and Data Use

### Resources allocated to this strategic direction

Socio-economic background

Professional learning

AP Curriculum & Instruction

Low level adjustment for disability

### Summary of progress

The focus for 2023 was on enhancing targeted explicit teaching around major focus areas for improvement in literacy and numeracy. Our explicit literacy focus was phonological awareness and phonic knowledge, our explicit numeracy focus was additive thinking.

This involved embedding New Syllabus documentation K-2, rigorous feedback and demonstrations of quality teaching, targeted professional learning and collaborative programming.

As a result our check-in and NAPLAN data highlighted significant growth in numeracy 3-6, with all Year 2 students demonstrating growth in PAT maths and reading. Coaching and mentoring supported staff to shift practice and implement high impact teaching and learning strategies into their daily practice.

Next year the focus will be continued growth towards and beyond state performance which will support further improvement towards student growth and achievement.

### 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
An increase in Check-In mean scaled score for reading in Year 3 & 5 from 2022 results.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 1.89%.
An increase in Check-In mean scaled score for numeracy in Year 3 & 5 from 2022 results.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 2.14%.
Self-assessment against the School Excellence Framework in the element of Effective Classroom Practice indicates improvement towards Excelling.	Effective Classroom Practice was self-assessed in 2023 as 'Sustaining and Growing' overall, with two of the themes self-assessed as 'Excelling'.
Self-assessment against the School Excellence Framework in the element of Data Skills and Use indicates improvement towards Sustaining and	Data Skills and Use was self-assessed in 2023 as 'Sustaining and Growing' overall, with two of the themes self-assessed as 'Excelling'.



Growing.	
Self-assessment against the School Excellence Framework in the element of Assessment indicates improvement towards Sustaining and Growing.	Assessment was self-assessed in 2023 as 'Sustaining and Growing' overall, with two of the themes self-assessed as 'Excelling'.
Increase the percentage of Aboriginal student achievement in Year 3 and 5 in Reading and Numeracy to be trending toward the State average.	<p>Year 3 Check-in Numeracy results for our Aboriginal students is trending above state at 71.7% (State 65.7%).</p> <p>Year 3 Check-in Reading results for our Aboriginal students is trending above state at 70.6% (State 57.7%).</p> <p>Year 5 Check-in Numeracy results for our Aboriginal students is trending below state at 52.0% (State 65.2%).</p> <p>Year 5 Check-in Reading results for our Aboriginal students is trending below state at 41.0% (State 55.8%).</p>

## Strategic Direction 2: Wellbeing, Inclusion and belonging

### Purpose

In order to maximise each individual sense of wellbeing, inclusion and belonging we will shape a school community centred around student choice, leadership and social and emotional learning. This will establish a culture focused on positive relationships that support and enhance all the domains of wellbeing.

### 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.

- Positive School Culture
- Wellbeing Processes

### Resources allocated to this strategic direction

#### Low level adjustment for disability Socio-economic background

### Summary of progress

The focus for 2023 was on refining and improving Learning Support procedures at a whole school level, coupled with providing opportunities for our Year 4 students to lead and support Kindergarten students.

This involved targeted teaching of social skills to better support our students who require extra support and an overhaul and enhancement of Learning Support procedures to better meet the needs of our school community.

As a result our Learning Support Team meetings became robust, proactive and impactful on student wellbeing. Communication with community members and families became streamlined. Year 4 students had the opportunity to develop and implement their leadership qualities. Next year the focus will be focused on enhancing student voice K-6.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Wellbeing System Negotiated Target</b> Percentage of students reporting positive well being increases to 88.1% (lower bound) - 93.1% (upper bound ) by 2022.	Tell Them from Me data shows 76.15% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress towards the baseline target.
Our school is using evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement.	Internal data indicates whole school practices in wellbeing and engagement have seen significant change as evidenced through self assessment and External Validation indicating progress from Delivering to Sustaining and Growing in the element of Wellbeing.
The percentage of students attending more than 90% of the time exceeds 82.6%.	The number of students attending greater than 90% or more of the time is 67.08% indicating significant progress from the previous year.

## Strategic Direction 3: Quality Systems and Practices

### Purpose

In order to establish a self-sustaining and self-improving highperformance culture, we will develop quality systems and explicit processes so that teacher practice is enhanced and supported. This will result in a clear focus on student progress and achievement, reflective of the overarching strategic vision of the school community.

### Initiatives

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

- Systems and Processes
- Curriculum Provision

### Resources allocated to this strategic direction

QTSS release

Professional learning

AP Curriculum & Instruction

### Summary of progress

The focus for 2023 was on enhancing the capacity of staff to develop and implement high-quality teaching and learning programs for literacy and numeracy, that focus on integrating evidence-based practices and critical and creative thinking skills in line with the new mandatory syllabuses. This was coupled with a focus on streamlining the organisational and administrative school processes that impact on teaching and learning to best support the whole school community's commitment to the pursuit of an optimum student learning environment.

This involved ongoing targeted professional learning and regular collaborative planning sessions for the focus areas of K-2 syllabus implementation, HPGE, and beginning teacher capacity building. New to school staff engaged in an induction process, while all staff regularly collaborated on the development of school 'Procedures' and 'Roles & Responsibilities Summary Sheets' which were periodically reviewed and communicated with our school community.

As a result, our Semester 1 and 2 reports for K-2 reported on the new syllabus outcomes for English and mathematics with teachers analysing internal data sources (including both formative and summative assessments) which indicated student learning growth for K-2 in the data focus areas of phonological awareness, phonics, elements of understanding and creating texts, quantifying number and additive strategies. Several school processes have been successfully streamlined, including learning and support procedures, PBL, PDPs and observations, assessment schedule, etc.

Next year the focus will be on building the leadership capacity of all staff to enhance the development and implementation of English and mathematics units of work, using the new syllabus documents, for K-6, as well as ensuring community engagement in the teaching and learning at Unanderra Public 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
Self-assessment against the School Excellence Framework in the element of Management Practices and Processes indicates improvement towards Excelling.	Self-assessment against the School Excellence Framework in the element of Management Practices and Processes shows the school currently performing at Sustaining and Growing.
100% of staff will have PL on the implementation of the new syllabus documents. School scope and sequences will be updated to reflect the mandatory syllabus documents.	Internal data indicates all teaching staff participated in new curriculum professional learning with the school working towards updating scope and sequences to reflect the mandatory syllabus documents for K-6.

An increase of teaching and learning programs will have evidence of ongoing implementation for critical and creative thinking skills.

Internal data indicates a significant increase of teaching and learning programs included critical and creative thinking skills, with all four Stage 2 classes and our HPGE student focus group outlining its inclusion in programs.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$6,773.00</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 Unanderra Public School.</p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Eligible students progressing to the next phase of English learning proficiency with a focus on language development.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Unanderra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students are well supported and demonstrating progress towards their personalised learning goals. 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 Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs. All identified students received personalised learning and support within their own classrooms, resulting in an improvement in the well being and confidence levels of these students as evidenced by teacher observations, notes, and parent feedback.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to incorporate integration funding decision making into the learning and support team meeting agenda and to ensure funding use is regularly reviewed hand in hand with Personalised Learning and Support Plans (PLSPs.) which is used to specifically address each student's support needs. Targeted professional learning will be provided to SLSOs to meet the individual needs of the students which is facilitated through the Assistant Principal -LST and Well being Classroom teachers are timetabled to have planning meetings with both the Assistant Principal LST and Well being and regular review meetings with the parent/carers.</p>
<p>Socio-economic background</p> <p>\$117,478.29</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Unanderra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$117,478.29</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• Wellbeing Processes</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff to support student learning</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support literacy/numeracy program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Literacy and numeracy knowledge and skills embedded in curriculum and assessment with high quality teaching practices enhanced, and a supportive and collaborative professional environment evident in the school. The school continued supplementation of extra-curricular activities and resourcing to increase equitability of resources and services.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued employment of additional teachers for well being, Literacy and numeracy intervention. Continue to engage the Literacy and numeracy mentor (AP C&amp;I) to support our trajectory towards achieving school improvement measures. To continue successful reading, writing and mathematics interventions for individuals and groups of students. Facilitating planning days with stages and fortnightly data meetings to track progress and growth of individual students . Utilising the specific skills of the K-2 Assistant Principal to support the building of knowledge of teachers to develop targeted teaching and learning programs that are differentiated.</p>
<p>Aboriginal background</p> <p>\$31,775.99</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Unanderra Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase of Aboriginal families engaging in the Personalised Learning Pathways (PLP) process. The creation of a school culture that values the identity, culture, heritage and languages of our Aboriginal histories and culture. Increased understanding of Aboriginal history and culture across the school. Employment of an additional staff member (SLSO) to deliver personalised support for Aboriginal students with the strong presence of Koori Club Staff understanding of Aboriginal policy, responsibilities and cultural immersion have improved through ongoing implementation of department, mandatory and school developed professional learning including the regular Aboriginal Education Committee meetings held fortnightly.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To further expand the cultural education for our Aboriginal and Torres Strait Islander children through workshops and the Personalised Learning Pathways (PLP) cycle.</p>

<p>Aboriginal background</p> <p>\$31,775.99</p>	<p>Enhanced partnerships between the school and families, with all significant events for the families and students recognising the integral connection to country, building relationships across the community and sharing culture and school successes</p> <p>To gather targeted student learning data to ensure that literacy and numeracy goals can be met by identified students through differentiation and personalised support in the classroom.</p>
<p>English language proficiency</p> <p>\$27,985.54</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Unanderra Public School.</p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional learning, with the EAL/D teacher guiding teachers how to plan an integrated writing unit, analyse student writing data and student English language proficiency using the EAL/D learning progressions. Increased teacher capacity to cater for EAL/D students in mainstream classrooms. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners. Ongoing professional learning to identify language and cultural demands across the curriculum. Ongoing professional learning for EAL/D staff to build the capacity of teachers in updating EAL/D learning progressions and teaching students from refugee backgrounds.</p>
<p>Professional learning</p> <p>\$26,663.88</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 Unanderra Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• Curriculum Provision</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• To develop an increased the capacity of all teachers to embed effective practices in the explicit teaching of reading.</li> <li>• To develop an increased capacity of all teachers to embed effective practices in the explicit teaching of additive and multiplicative thinking</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Assistant Principals Curriculum and Instruction has supported both classroom teachers and Assistant Principals to develop their skills and understanding in data analysis and classroom practice. K-2 staff have a solid understanding of the new syllabuses and associated teaching practices. Increased opportunities for staff to engage in professional discussions, observations and professional dialogue</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff engaged in a variety of professional learning activities aligned to system, school and individual performance and development goals to improve growth and achievement for all students. Continued support (particularly for beginning teachers) in differentiating</p>

Professional learning \$26,663.88	units of work to suit the needs of students. Increased personalised and targeted professional learning in reading and numeracy strategies.
QTSS release \$74,690.21	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Unanderra Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Provision</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Improved staff confidence and teaching practice.  Teachers use learning intentions, success criteria and have a strong focus on formative assessment and they have now embedded evidence-based, high impact teaching strategies within their classroom practice.  Mentoring and coaching support for early career teachers to ensure ongoing development and improvement of quality teaching practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Teachers will continue to embed evidence-based, high impact teaching strategies within their classroom practice.  Continued tailored support for classroom teachers to deliver quality explicit teaching strategies across the curriculum.  Additional time included in the whole school timetable for assistant principals to support classroom teachers to develop engaging differentiated teaching and learning programs guided by current syllabuses and student data.</p>
COVID ILSP \$94,995.24	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• employing/releasing teaching staff to support the administration of the program</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Differentiated teaching through on-going formative assessment followed by targeted Literacy programs for identified students performing below the expected level for their stage.  Improved student engagement in learning through the ongoing monitoring of student learning progress and participation/engagement.  Expert teachers have facilitated professional learning sessions for teachers and SLSO staff.</p>



<p>COVID ILSP</p> <p>\$94,995.24</p>	<p><b>After evaluation, the next steps to support our students will be:</b>  Continue the implementation of Literacy and numeracy small group tuition using data sources to identify specific student need.  Ensure ongoing high impact professional learning takes place to enable consistent delivery of effective practice on student data to differentiate learning in Literacy and numeracy.  To continue to provide timely and High impact and targeted professional learning sessions that further build on skills and knowledge to increase positive student growth and achievement.</p>
<p>Low level adjustment for disability</p> <p>\$170,405.67</p>	<p>Low level adjustment for disability equity loading provides support for students at Unanderra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment and Data Use</li> <li>• Wellbeing Processes</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• 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</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The Learning and Support Team (LST) consolidated learning and support procedures to ensure efficient and effective strategies were implemented for student support.  Student centred, explicit and personalised learning is visible across the whole school.  Employment of specialist teachers to provide differentiated student support.  Implemented intensive small group tuition to support students with additional literacy and numeracy learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To further expand the impact of the Learning and Support Team (LST), the school will provide additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs). Additionally a Learning Support teacher will be employed to develop and implement tailored Literacy and numeracy programs and to track and monitor individual progress which will be shared with class teachers.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	192	187	180	162
Girls	179	187	198	196

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.8	94.0	89.0	92.3
1	96.0	93.3	87.9	91.5
2	92.7	91.9	86.0	92.2
3	94.4	92.3	87.5	91.2
4	94.1	91.5	83.5	91.5
5	94.2	89.6	84.5	89.3
6	93.5	89.9	85.7	89.0
All Years	94.4	91.9	86.2	90.9
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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.82
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	3.19

\*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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	379,143.59
<b>Revenue</b>	4,202,464.68
Appropriation	4,086,972.02
Sale of Goods and Services	2,360.38
Grants and contributions	106,050.67
Investment income	6,431.61
Other revenue	650.00
<b>Expenses</b>	-4,274,687.63
Employee related	-3,887,217.94
Operating expenses	-387,469.69
<b>Surplus / deficit for the year</b>	-72,222.95
<b>Closing Balance</b>	306,920.64

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

## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	105,326
<b>Equity Total</b>	347,645
Equity - Aboriginal	31,776
Equity - Socio-economic	117,478
Equity - Language	27,986
Equity - Disability	170,406
<b>Base Total</b>	2,723,541
Base - Per Capita	98,378
Base - Location	0
Base - Other	2,625,163
<b>Other Total</b>	452,003
<b>Grand Total</b>	3,628,515

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

# Parent/caregiver, student, teacher satisfaction

## Student Satisfaction- Tell Them From Me Data

89% of students at Unanderra Public School participate in sports with an instructor, other than physical education class. The NSW Government norm is 83%..

86% of students indicate that they have friends at school who they trust and who can encourage them to make positive choices. The NSW Government norm is 85%.

85% of students do not get in trouble at school for disruptive or inappropriate behaviour. The NSW Government norm is 83%.

## Parent Satisfaction

Dear Mrs Rajendra

"Thank you so much for your patience and empathy working with my son throughout the the last few years. He has improved so much lately and you and Miss Scruby are to be commended."

Parent email, December 2023

"We have been receiving good feedback from our families regarding the events happening around the school, in particular the opportunity to meet with teachers at the parent/teacher interviews and we look forward to hearing all about the schools Reconciliation week events. We continue to enjoy the support and assistance of parents of UPS students at our P&C events."

P&C President, June 2023

## Teacher Satisfaction

"Unanderra Public School possesses several key strengths that have positively impacted my teaching experience. The school's culture prioritizes mentorship and fosters a toxic-free environment, promoting a positive atmosphere for learning and collaboration" -

Stage 2 Classroom Teacher, December 2023

"Mentorship is another strong suit at Unanderra Public School. Access to model lessons, observations, and feedback has been invaluable. I've dedicated my RFF time to assist and observe other Stage 2 teachers, ensuring consistency across the Stage. Moreover, access to the APC&I has greatly contributed to my teaching practice and curriculum understanding as a new teacher."-

Beginning teacher, December 2023

"I believe that the staff collaboration and support of each other is one of the biggest strengths at UPS. I think that Aboriginal Education is supported brilliantly from the PLP's being updated regularly, praising students for achieving goals, Koori Club and SLSO support from Nicole in the classroom. I think we do PBL very well and I have enjoyed being on the committee and creating resources for the staff to use in supporting PBL in the classrooms."

Kindergarten teacher, December 2023



# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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