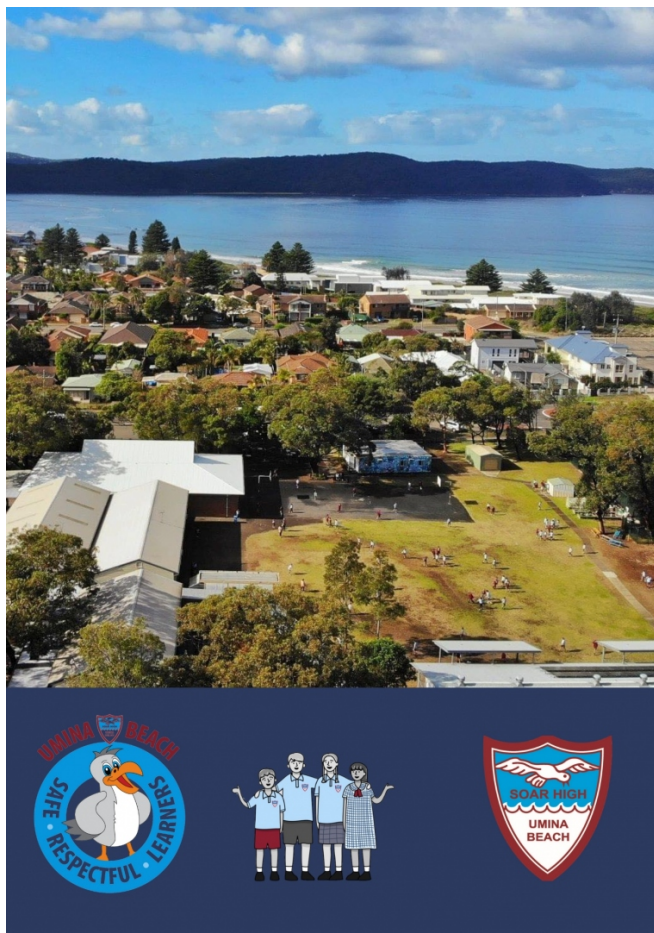


2023 Annual Report

Umina Beach Public School



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Introduction

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

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

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School vision

Umina Beach Public School is committed to working in partnership with the school community to be an excelling school where every student, teacher and leader will improve, thrive, learn and grow. We are united by our shared purpose to ensure our students meet and exceed their academic goals and support the needs of the whole child. Aligned to the department of education values, we value, embed and emulate excellence, respect, integrity and equity within a culture of high trust and support.

School context

Umina Beach Public School is a large, comprehensive K-6 public school situated on the scenic Central Coast, Brisbane Water Peninsula locale. The school has a current population of 635 students structured into 26 mainstream classes, organised into mixed ability groups.

Students

- Aboriginal and Torres Strait Islander students make up 8.4% of the school population.
- A range of socio-economic backgrounds are represented within the families of the school and diversity and inclusion are celebrated with approximately 35 nationalities.

Staffing

- Staffing consists of 26 Teachers, 4 Assistant Principals, 1 full time and 1 part time Assistant Principal - Curriculum and Instruction, 2 Deputy Principals, 1 Principal, Office Admin Staff and School Learning Support Officers (SLSOs).
- The school receives socio-economic and Aboriginal funding through the School Based Resource Allocation (SBAR). In partnership with P & C, funds are monitored and distributed to programs across the school for improvement, innovation and continued success.

Partnerships

- The school has an effective, hardworking P&C who donate in excess of \$25,000 to the school each year.
- The school is an active and proud member of the Brisbane Water Learning Community and the Koorana AECG and values the consultative partnerships that exist between all stakeholders.

Extracurricular

- The experienced staff are committed and support a range of extra curricula activities including dance, chess, debating, public speaking, recorder ensemble, bands, choirs, a school parliament, Social Projects committee, environmental club, lunchtime clubs, leadership opportunities and numerous sporting team representation opportunities at school, zone and regional levels.

Support

- The Learning Support Team is recognised as a model of best practice and capably supports the needs of students through regular meetings, targeted and differentiated support informed by student data, small-group tuition and learning intervention, intervention and support programs to support wellbeing and engagement, a strong referral process, partnerships with local agencies and provision of School Learning Support Officers to ensure participation of all students in curriculum activities. The school is an active participant in the Positive Behaviour for Learning (PBL) program, with a focus on social and emotional wellbeing.

School Excellence in Action: Cohort A (*External Validation: August 2021*)

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximize student learning outcomes for every student in numeracy and reading, we will develop and embed whole-school processes for gathering, analysing and responding to student data to ensure appropriate curriculum provision, underpinned by evidence-informed strategies and embedded evaluative practice. All staff will develop and employ data driven practices to understand the individual learning needs of all students and inform differentiated teaching and learning.

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.

- Evidenced Based Teaching Strategies
- Data Informed Practice

Resources allocated to this strategic direction

Integration funding support
Aboriginal background
Socio-economic background
Low level adjustment for disability
English language proficiency
Professional learning
QTSS release

Summary of progress

Throughout 2023, our educators maintained a steadfast commitment to effective teaching and data-informed practices, actively participating in whole-school professional development to ensure all teachers possess advanced knowledge and skills in explicit teaching. Teachers continued to engage in collaborative practices, such as observations, learning walks/classroom visits, and team-teaching, collaborating with peers to broaden their repertoire of explicit teaching strategies. Data gathered across the year indicated that 100% were satisfied with support provided by APC&I team and indicated that additional time to work individually with an APC&I would be valuable, in addition to collaborative support. The focus of whole-school professional learning remained on cultivating consistent teacher understanding and experimentation of a range of assessment strategies to determine ongoing teaching directions and assess teaching effectiveness.

Regular data discussions and collaborative professional learning sessions supported teachers in making adjustments to teaching strategies and programming in response to data analysis. All executive staff collaboratively completed the Selina Fisk Data Storytelling professional learning to support their team knowledge of data concepts and embed data-informed practice. Staff feedback affirmed that processes for shared programming, reflection and evaluation are highly supportive and valued, providing authentic opportunities for collaborative professional learning. According to data and evaluative feedback, over 90% of staff felt confident in working collaboratively to plan lessons, design assessment tasks, and participate in lesson observations. Through these collaborative sessions, established processes and protocols facilitated regular whole-school moderation sessions aimed at enhancing student learning and teaching quality in all classrooms.

As a result, all educators effectively integrated evidence-based teaching strategies into literacy and numeracy instruction, with data indicating that 100% of K-2 teachers rated themselves as competently embedding these strategies. 3-6 teachers participated in professional learning to deepen their theoretical understanding of evidence-based teaching strategies and have begun to trial these in their classroom practice. Learning intentions and success criteria continued to be evident and authentically observed in all classrooms, with affirmative staff data indicating that 93% of staff expressed confidence in embedding these elements authentically in their teaching practice.

In K-2, assessment data continued to be collected on a regular and planned basis, with teachers utilising this data to inform teaching and learning priorities as well as providing individualised support to students. This practice will begin for 3-6 teachers in 2024, to embed a consistent K-6 approach across the school.

Looking ahead to the next academic year, Strategic Direction 1 will remain focused on sustaining a deep focus on explicit teaching practice and data informed practices, particularly in literacy and numeracy. This strategic direction aligns with current and longer-term trends in both internal and external school data. Recognising explicit teaching and data-

informed practice as key drivers of success, the school will maintain its focus on these practices in 2024, aiming to continually enhance learning outcomes for all students. To achieve school targets, it is recommended that the APC&I team be extended to provide additional support for teachers, in response to student data and staff feedback.

IPMS for 2024 - Explicit Teaching

In 2024, we will continue to implement a comprehensive school-wide initiative focused on explicit teaching strategies in literacy and numeracy, with a specific emphasis on enhancing number sense and spelling skills. This initiative is grounded in the research findings presented in *What Works Best*, highlighting the substantial learning gains observed in students who have been exposed to explicit teaching practices. The uniform adoption of explicit teaching practices throughout the entire school will bolster teachers' utilisation of effective methodologies.

Adopting a school-wide approach to explicit teaching, focussed on number sense and spelling, will establish a shared language surrounding instructional practices. This common language, in turn, will foster teacher collaboration and fortify classroom practices, creating a cohesive and supportive learning environment.

The following steps will support our activity:

- Based on 2023 data, APCIs will deliver professional learning on explicit teaching, focusing on high quality feedback. Professional learning will be targeted to student and teacher needs across K-2 and 3-6 , incorporating the Learn Do Reflect model, in conjunction with APCI classroom visits and feedback (Step 1).
- Whole school monitoring of explicit teaching in spelling and number sense, including walk-through's and teacher observations. Evidence of impact will be determined by consistency in the delivery of the UPBS instructional sequences (Step 2).
- Implement more structured coaching and mentoring support through processes including co-planning, co-teaching and co-reflecting, developed and implemented by APC&I's, to ensure K-6 consistency (Step 3).
- APC&I's to develop AP capacity to lead professional learning in stage teams, based on guided literacy and numeracy support packages (Step 4).
- Data collection and evaluation of implementation of explicit teaching practices in both numeracy and literacy lessons, to monitor and evaluate a consistent whole-school approach to implementing evidence-informed explicit teaching strategies (Step 5).

IPMs for 2024 - data Informed Practice

In 2024, we will continue a comprehensive school-wide effort to enhance data-informed practices, drawing inspiration from the research presented in *What Works Best*. This initiative is reinforced by compelling evidence demonstrating that data-informed practices play a pivotal role in advancing classroom practices, fostering effective self-assessment, and enhancing communication with the community. The proficiency in Data Literacy, Data Analysis, Data Use in Teaching and Data Use in Planning will be recognised as a fundamental competency for all leaders and teacher K-6. In schools that excel, student data is regularly used school wide to identify student achievements, progress and wellbeing needs, in order to reflect on teaching effectiveness and inform future school directions.

The following steps will support our activity:

- Establish a range of rigorous, flexible and responsive classroom assessment practices K-6 to measure student progress (Step 1).
- APCI's to support AP's to develop assessment plans that include a CTJ schedule, to enable regular collection, analyse and use of assessment data (Step 2).
- Time allocated to enable teachers to analyse and reflect on student work to identify student and cohort learning progress, supporting consistent, evidence-informed judgement and moderation of assessments (Step 3).
- APC&I's promote and provide high impact professional learning in data concepts, analysis and use of student assessment data and related tools (Step 4).
- K-6 staff tracking and monitoring of spelling on PLAN and using this data to strengthen professional judgement, facilitate reflective analysis of teaching effectiveness and inform responsive practice. (Step 5).
- Two staff members to attend Selina Fisk Data Champions professional learning and action research project to build teacher capacity in Data Literacy, Data Analysis, Data Use in Teaching and Data Use in Planning (Step 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

<p>School Generated Target - School Excellence Framework Measures</p> <p>Teaching Domain: Data Skills and use</p> <ul style="list-style-type: none"> • data use in teaching- delivering • data analysis - delivering 	<p>Self-assessment against the School Excellence framework indicates the themes of 'Data Use in Teaching' and 'Data Analysis' met annual progress targets.</p>
<p>School Generated Target - School Excellence Framework Measures</p> <p>Teaching Domain: Effective classroom practice</p> <ul style="list-style-type: none"> • explicit teaching - sustaining and growing • feedback - sustaining and growing • lesson planning - sustaining and growing (collaboration in planning and curriculum knowledge) 	<p>Self-assessment against the School Excellence framework shows the themes of 'Explicit Teaching', 'feedback' and 'lesson planning' to be sustaining & Growing, meeting annual progress targets.</p>
<p>An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>The year 3 Reading Check-in assessment data indicates an increase in average scores between 2022 and 2023, increasing by 23.2. School data is higher than both state and statistically similar school group average scores.</p> <p>The Year 5 Reading Check-in assessment data indicates a small decrease in average scores between 2022 and 2023 by 0.1. UBPS. School data is higher than statistically similar school group average scores.</p>
<p>An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>The Year 3 Numeracy Check-in Assessment data indicates an increase in average scores over time by 21.9. UBPS check-in assessment data in 2023 is higher than both state and SSSG averages.</p> <p>The Year 5 Numeracy Check-in Assessment data indicates an increase in average scores over time by 20.2. UBPS check-in assessment data in 2023 is higher than both state and SSSG averages.</p>
<p>An increase in Check-in Assessment mean scaled score for Aboriginal students in numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>The comparative Check-in assessment numeracy data for Year 3 Aboriginal students shows an increase in check-in Scaled Score from 329.2 in 2022 to 360.4 in 2023: an increase of 31.2. UBPS check-in assessment numeracy data in 2023, as measured by % of questions correct, is higher than both state and statistically similar school group average scores.</p> <p>The comparative Check-in assessment numeracy data for Year 5 Aboriginal students shows an increase in check-in Scaled Score from 370.0 in 2022 to 396.8 in 2023: an increase of 26.8. UBPS check-in assessment numeracy data in 2023, as measured by % of questions correct, is higher than both state and statistically similar school group average scores.</p>
<p>An increase in Check-in Assessment mean scaled score for Aboriginal students in reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022</p>	<p>The comparative Check-in assessment reading data for Year 3 Aboriginal students shows an increase in check-in Scaled Score from 312.9 in 2022 to 406.8 in 2023: an increase of 93.9. UBPS check-in assessment reading data in 2023, as measured by % of questions correct, is higher than both state and statistically similar school group average scores.</p> <p>The comparative Check-in assessment reading data for Year 5 Aboriginal students shows an increase in check-in Scaled Score from 374.5 in 2022 to 389.9 in 2023: an increase of 15.4.</p>

Purpose

In order to maximise student learning outcomes for every student, high impact professional learning practices and collaborative practices will be embedded to develop expert teachers who inspire and support students to sustain academic growth and achievement. Developing a culture of high expectations and a focus on excellence will ensure a shared sense collective teacher efficacy and strong commitment to quality teaching practices across all classrooms.

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.

- Implementing the New curriculum
- Collaborative Practice & Feedback

Resources allocated to this strategic direction

QTSS release
Professional learning
AP Curriculum & Instruction

Summary of progress

Throughout 2023, UBPS placed significant emphasis on the meticulous planning and execution of the new curriculum, alongside fostering teacher collaboration and feedback. As a school committed to quality teaching, our team engaged in professional development to ensure that every educator possessed the knowledge and proficiency needed to explicitly teach and assess the updated English and Mathematics syllabus.

All K-6 staff actively engaged in comprehensive professional learning sessions related to the new English and mathematics curriculum, with a focus on understanding the research, content, and structure of the new syllabus. In 2023, the K-6 team participated in grade planning days that incorporated professional learning and strategic planning aligned with the new syllabus and units of work. Teachers participated in bi-weekly grade collaborative inquiry cycles, stage meetings, classroom visits, and termly stage planning days to enhance their understanding of evidence-based practices and foster a shared learning culture.

Financial support from Literacy and Numeracy funding, along with Professional Learning funding sources, continued to facilitate the development and strengthening of systems and processes that promoted professional learning and collaboration at both the school-wide and grade-specific levels. Observational data from classroom visits revealed that 100% of teachers find class visits and informal feedback valuable, contributing to growth in teaching expertise and the development of a sense of trust. The commitment to high-impact professional learning, practice, and reflective analysis of teaching effectiveness has improved effective planning processes and successful implementation of the new mathematics and English syllabus in K-2, as evidenced by staff quantitative data which shows a substantial increase in knowledge and understanding.

In 2024, all K-2 staff engaged in the embedding phase of curriculum implementation will continue to implement the new English and mathematics syllabus with consistency and fidelity. All 3-6 staff will receive support in the enacting phase of implementation of the new English and mathematics syllabus in 2024. This will be supported by established systems and processes for ongoing professional learning, implementation, evaluation, and refinement of their practices. Scheduled whole-school and micro-learning structures will be established to provide quality professional support for staff, with APC&I team providing opportunities for co-planning, teaching, reflection, mentoring, and coaching. To sustain strong student learning growth evidenced in K-2 data, the school aims to extend the APC&I team to more effectively meet the differentiated needs of K-2 and 3-6 teachers in 2024. The commitment to providing systems and structures supporting grade collaborative inquiry cycles will persist, allowing teachers to learn collectively, practice, and reflect. Teacher classroom visits will evolve to incorporate more formalised feedback processes. Stage planning days will continue to be implemented twice a term, using established structures and protocols to ensure consistency across K-6. A holistic school-wide approach to learning and development, aligned with the school plan, will provide a high-expectations framework, featuring explicit systems for collaboration and feedback to sustain high-quality teaching practices and promote learning excellence.

IPMs for 2024 - Collaborative Practice & Feedback

- continue to support teachers through established structures and supports relevant to explicit teaching, data informed practice and collaboration, led by APC&I team (step 1).

- based on staff feedback and student data, provide additional APC&I team support to meet teacher and student need and sustain strong progress toward school targets (step 2).
- APC&I team to continue with classroom visits, observations, learning walks (step 3).
- provide opportunities for teaching practice observation sessions within (rather than across) teams (step 4).
- develop consistency in explicit teaching strategies in spelling for 3-6 team through gradual release of responsibility model of PL, incorporating observations with APC&I and later, teachers observing their peers (step 5).
- further refine and increase processes for celebrating and sharing curriculum and pedagogical expertise across the school (step 6).
- review and tighten mathematics daily review shared strategies, providing PL to ensure consistency of knowledge around the research base (step 7).
- APC&I team and APs to attend PL on spelling in order to enhance teacher understanding and collaborative practice and consistency across teams (step 8).

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>School Generated Target - School Excellence Framework Measures</p> <p>Teaching Domain: Learning and development</p> <ul style="list-style-type: none"> • collaborative practice and feedback: sustaining and growing • Coaching and mentoring: sustaining and growing <p>Best Practice Matrix:</p> <ul style="list-style-type: none"> • stage collaboration - proficient 	<p>Self-assessment against the School Excellence framework indicates the themes of 'collaborative practice and feedback' and 'coaching and mentoring' is sustaining and growing, meeting annual progress targets.</p> <p>Self assessment against the Best Practice Matrix indicates the theme of 'stage collaboration' is at emerging.</p>
<p>• School Generated Target - School Excellence Framework Measures</p> <p>Teaching Domain: learning and development</p> <ul style="list-style-type: none"> • Professional Learning: sustaining and growing 	<p>Self-assessment against the School Excellence framework indicates the themes of 'professional learning' is sustaining and growing, meeting annual progress targets.</p>
<p>School Generated Target - School Excellence Framework Measures</p> <p>Teaching Domain: Professional Standards</p> <ul style="list-style-type: none"> • Literacy and numeracy focus - sustaining and growing (proficiency in teaching literacy and numeracy) 	<p>Self-assessment against the School Excellence framework indicates the theme of 'Literacy and Numeracy' is sustaining and growing, meeting annual progress targets.</p>

Purpose

In order to maximise social and emotional student learning outcomes for every student to see them learn, thrive and grow, there will be a planned approach to developing whole school wellbeing and engagement processes. The development of whole-school systems and processes for tracking and responding to student attendance data, wellbeing data, Personalised Learning Plans and Individual Education Plans will ensure appropriate provision of support, underpinned by evidence-informed intervention strategies, ensuring every individual student reaches their full potential.

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.

- Advocacy, belonging and expectation of success
- Productive Partnerships
- strong systems of support

Resources allocated to this strategic direction

Integration funding support
Aboriginal background
Socio-economic background
Low level adjustment for disability
AP Curriculum & Instruction
Professional learning

Summary of progress

In 2023, our school sustained a deep focus on refining and strengthening evidence-based wellbeing and engagement initiatives to ensure there is a systematic, strategic, and planned approach to whole-school wellbeing practices that effectively meet the needs of students, staff, and community. All staff collaboratively engaged in the development and implementation of wellbeing programs and support systems related to three sustained initiatives: Advocacy, belonging and expectation of success, Productive partnerships, and Strong Systems of support.

In the area of advocacy, belonging and expectation of success, the school achieved each of its planned activities for 2023. A review of staff skills, knowledge and understanding of student wellbeing was undertaken and professional learning was mapped out and provided across the year, resulting in stronger understanding of and commitment to supporting student wellbeing. With the establishment of a student wellbeing team, an action plan was developed and a comprehensive review of school-wide procedures for increasing student agency and advocacy was undertaken. Through deep, systematic consultation process with staff, community and students, areas for improvement were identified and a roadmap for improvement was established to increase opportunities for authentic student voice. 2023 TTFM data relating to sense of belonging was gathered as a baseline to measure ongoing increases in opportunities for students to engage student voice. Throughout the year, data was gathered on students exhibiting signs of early disengagement via the Student Wellbeing Questionnaire tool and needs-driven support plans were developed in response to the child's engagement profile. Pleasingly, TTFM student data showed an increase in positive sense of belonging, positive relationships, students value school outcomes, positive behaviour at school, students who are interested and motivated and student effort. Whilst TTFM results in 2023 showed that student advocacy increased from 74% in 2022 to 81% in 2023 and indicated that boys, in particular, experienced an increased sense of advocacy, support and encouragement at school, student advocacy will remain a strong focus for continued improvement in 2024. TTFM Student advocacy data will strongly inform school planning in 2024 and increasing student sense of belonging will remain a school target. In 2024, two new initiatives to increase student voice will be implemented: Student PBL team and the Student Voice Project. Students will also provide feedback on current student parliament to review processes and consider additional pathways for students to engage in school-wide decision making.

Evaluation of school initiatives in 2023 focused on developing productive partnerships across the school showed that parents and carers valued the additional communication pathways implemented across 2024, particularly the parent portal and messaging system. Parents and carers valued the additional information provided via the Student Academic Reports and showed strong support for offered opportunities via Curriculum Sessions to learn more about new curriculum, literacy and numeracy and support children with homework. Parent feedback indicated parents desire more information about their child's social and emotional progress and development in order to feel more informed as partners in their child's learning. Parents appreciated the focus on student mental health and wellbeing and feedback indicates this should remain a priority in 2024.

TTFM parent data indicated a positive increase in parent perception of the school supporting learning and an increased confidence that teachers take account of individual needs, abilities, and interests. This will continue in 2024 with planned Health and Wellbeing days each term and the implementation of The Anxiety Project. The school will continue to support parents and carers to feel more informed by streamlining communication processes and providing more face-to-face opportunities for parents to communicate with the school. In 2024, the PBL team will invite parents to attend all meetings and provide additional ways for parents to contribute to school decision making and participation in school initiatives.

Through initiatives focused on developing strong systems of support, a wide range of new or updated school processes and practices were implemented. Whole school frameworks were developed and implemented to routinely gather, evaluate, and respond to a wide range of student data including attendance, wellbeing and engagement data and learning progress, including new PLP processes for all Aboriginal and Torres Strait Islander students. Across 2023, sustained professional learning for staff in the area of Aboriginal education and the development of stronger, more consistent support processes for Aboriginal and Torres Strait Islander students resulted in 100% of Aboriginal students being supported through an authentic, positive PLP process, with over 80% of students supported through parent/family input into PLP development. This was a 50% increase from 2022. All PLPs were reviewed, with new goals set regularly throughout the year, and new assessing and reporting processes implemented in 2023 resulted in student progress towards PLP goals being reported within student academic reports each semester. Through increased support mechanisms, led by strong leadership from the school's AERT, student cultural goals were streamlined to create collaborative cultural opportunities for students. All students were provided with opportunities to participate in cultural continuum activities, incursions, and excursions, creating stronger connections across the local community. Students participated in weekly yarn-ups and cultural lessons to create engagement and connections to culture and the school proudly led the development and implementation of the Koorana Cup for schools across the Koorana AECG network, with overwhelmingly positive attendance and feedback on the day.

A review of learning and support systems and processes was undertaken in 2023, with analysis of data, including referrals to learning and support, indicating a growing need to develop and implement processes, programs and supports that more explicitly meet individual student wellbeing and social-emotional needs. Across 2023, the learning and support team implemented a wide range of social support programs throughout the year, including Chillax, SPARC, Bro Code, Chaplain program, HPGE Social Group and Top Blokes. Initial data gathered via wellbeing surveys showed that students who engaged in social support programs indicated increased engagement in school, leading to an improved sense of belonging. Data gathered in 2023 will be used as baseline data for ongoing improvement in student wellbeing. Student satisfaction data will strongly inform school planning in 2024 and increasing student sense of belonging will remain a school target. Implementation of a new online referral system improved staff ability to refer students to the learning and support team and improved notifications and communication provided to teachers and to families. Systems to track student LST cases were developed, leading to an increase of successful student support processes, with 70% of referred cases successfully closed in 2023, through the provision of individual, responsive and targeted support. The 30% of cases that remained open indicated these students will continue to need ongoing support in 2024 and remain on LST caseload. Analysis of LST data revealed an increasing number of students presenting with anxious thinking and anxiety-related behaviour, requiring the development of individualised support plans. Staff evaluation data and feedback revealed that teachers and SLSOs felt unequipped to manage anxiety-related behaviours or develop specialised support plans. In 2024, the school will undertake The Anxiety Project to target student and school needs.

In 2024, the school will continue PBL implementation with fidelity, further developing and implementing positive incentive systems across the school. Improved, whole-school systems for consistently supporting positive student behaviour will be implemented, with systems and process being aligned to the Care Continuum for students, underpinned by the school's collective goal: to see all students connect, success and thrive. Evidence-based student wellbeing and social-emotional programs will continue to be implemented, with stronger communication between schools and families supporting parents and carers to feel valued and equipped to support their child's learning and development. The school will continue to develop strong systems of support and follow all recommendations produced as a result of QDAI processes in 2023.

In 2024, the school will streamline school planning and reporting processes to remain focused on advocacy, belonging and expectation of success as a single overarching initiative. This initiative will encompass goals related to student voice, parent partnerships and strong systems of support.

Whilst an increase in advocacy was noted in 2023, student advocacy will remain an improvement measure in 2024, following the Student Voice Roadmap to see a wider range of school programs and processes implemented across the school to increase student voice. In addition, 2024 will see the implementation of the NSWPPA Anxiety Project to develop whole-school knowledge and understanding of anxiety, delivering cognitive-behavioural lessons for all students and conversational techniques to develop student capacity to become more effective emotional problem solvers and manage their anxiety. In conjunction, the Learning and Support Team will shift focus from developing student wellbeing plans to a stronger focus on implementing evidence-based, data-driven learning interventions and support programs. In 2024, the Student Attendance team will focus on maintaining strong attendance administration systems and further supporting families and students to increase attendance at school through positive incentives and individualised support plans. The Aboriginal Education team will continue to focus on developing authentic connection opportunities for

students and families, gathering, and analysing a range of data to ensure all programs and support systems reflect the needs of students and the wider community. A goal for 2024 is to establish a cultural transition program for Year 6 students with Brisbane Water Secondary College, providing fortnightly engagement points to promote connections to lifelong learning across all school settings. Through ongoing and additional connection points and pathways with parents, the school will introduce meaningful and positive ways for parents to engage as partners in their child's learning, including sharing information about their child's social and emotional learning development and progress.

IPMs for 2024:

- Professional learning to be delivered to whole school staff relating to student behaviour support, accompanied by delivery of a suite of PBL lessons to students outlining shared positive behaviour expectations and consistent processes for responding to behaviour. This will be accompanied by engagement in professional learning for every UBPS staff member in relation to understanding anxiety, followed by implementation of explicit lessons for students and targeted teaching strategies to reduce anxiety and build resilience (Step 1).
- A practical, family-friendly communication package will be developed for parents and carers, providing an overview of new, whole-school consistent processes for responding to student behaviour, including restorative support, and providing an overview of shared, consistent strategies in place for teaching, reinforcing, and recognising positive behaviour choices, toward ensuring shared approach to behaviour that creates and promotes inclusive, safe, and respectful learning environments (Step 2).
- Implementation of student voice initiatives, including Student Voice team, Junior PBL team, Cultural Leadership team and Social Projects committee, ensuring student voice and agency is used to inform and refine school practices and processes which are responsive and proactive in meeting emerging needs (Step 3).
- Whole school review of current awards and recognition opportunities for students, engaging all stakeholders, including student voice, to develop and promote a wider suite of recognition opportunities and more consistent processes for nominating and acknowledging students (Step 4).
- The learning and support team will use individual student data and cohort data to implement positive support and intervention programs to increase student sense of belonging and provided targeted, responsive, needs-based learning intervention and support (Step 5).
- Establish a cultural transition program for Aboriginal and Torres Strait Islander students in Year 6 between UBPS and Brisbane Water Secondary College, offering fortnightly engagement sessions on campus to build confidence, sense of belonging and promote strong connections to lifelong learning (Step 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
<p>System Negotiated Target - Wellbeing</p> <ul style="list-style-type: none"> • Uplift increase of 2% of student wellbeing data (percentage of students who report positive responses in the Tell Them from Me survey in the categories of Advocacy at School, Expectations for Success and Sense of Belonging) from our baseline data of 89.6.% to the lower bound target of 91.6%. 	<p>A strong uplift increase of 7.2% of student wellbeing data was achieved in 2023, although the TTFM aggregate percentage of 80.95% did not meet lower bound targets.</p>
<p>School Generated Target - School Excellence Framework Measures</p> <p>Leading Domain: Educational leadership</p> <ul style="list-style-type: none"> • high expectations culture - sustaining and growing 	<p>In the Leading domain, within the element of educational leadership, the school has exceeded growth expectations, moving from sustaining and growing to excelling in the theme of high expectations culture.</p>
<p>School Generated Target - School Excellence Framework Measures</p> <p>Teaching Domain: Effective Classroom Practice</p> <ul style="list-style-type: none"> • Classroom management- sustaining and growing (school-wide approach to 	<p>In the Teaching domain, within the element of effective classroom practice, the school is sustaining and growing in the area of classroom management.</p>

<p>effective and positive classroom management)</p>	
<ul style="list-style-type: none"> • Uplift increase of 3% of student attendance data (students attending 90% of more of time in Semester One in the school year) from our baseline data of 74.2% to the lower bound target of 80.1%. 	<p>The school achieved an uplift increase of 22% of student attendance data (students attending 90% of more of time in Semester One in the school year) from 40.71% to 63.05%, although falling short of lower bound targets.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$387,535.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Umina Beach Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidenced Based Teaching Strategies • Advocacy, belonging and expectation of success <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning related to supporting students with anxiety • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Integration funding was utilised to provided sustained, needs-based support for eighteen students over the course of the year. - Students were consistently supported by trained and knowledgeable Student Learning and Support Teachers (SLSO) to engage in curriculum in a mainstream classroom setting. - 100% of students had individualised PLSPs in place that were used as guiding tools to direct adjusted learning interventions, as well as meeting students social and emotional needs of each student. - Identified students were supported in the classroom, playground and on school excursions, to provide equitable access to all learning and social opportunities. - 3 SLSO's engaged in targeted professional learning to support student health, completing diabetes training and health care training. - 10 SLSO's engaged in explicit professional learning related to understanding neurodiversity and supporting neurodiverse children. - 10 SLSO's engaging in professional learning for the implementation of behaviour policy. - 100% of SLSO's undertook fortnightly professional learning, delivered at school, to ensure that all SLSO's are confident, knowledgeable and equipped to effectively support students with IFS funding. - 45% of students were supported through engagement in intensive intervention programs, in conjunction with targeted, individualised SMART goals. Students' SMART goals were adjusted throughout the duration of these programs to ensure continued, targeted and responsive support was provided. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - SLSO's will continue to develop their knowledge and understanding of department and school-based behaviour policy and practices, linking with support and professional learning from The Anxiety Project. - 100% of SLSO's will complete training in The Anxiety Project to support students presenting with anxious thinking to 'have a go', increase resilience, use self-calming skills when required, identify, respond to and manage emotions and 'think again' when facing a problem. - Development of SLSO knowledge and understanding in the delivery of literacy based interventions. - Continued targeted support for students with integration funding.
<p>Socio-economic background</p> <p>\$160,449.81</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Umina Beach Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$160,449.81</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidenced Based Teaching Strategies • Advocacy, belonging and expectation of success • Productive Partnerships • strong systems of support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through curriculum PL to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • Development of UBPS School Pantry to provide meals (at school and at home) for families in need • extension of breakfast club sessions across the year and addition of fruit break resources. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased attendance. - Increased engagement for identified students 'at risk' at start of 2023, as measured via internal student wellbeing data. - Positive student growth in the area of sense of belonging, particularly for male students (as measured in TTFM). - 100% of students desiring to attend excursions and events who requested assistance were supported to attend through provision of support funding. - Early signs of disengagement (as measured through TTFM) decreased from 2022 to 2023. - Increased positive relationships, as measured through internal and external data. - Increased sense of belonging, as measured through internal and external data. - increased connection with parents and stronger partnerships. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to engage the APCI team to support establishment of strong, collegial support systems which enable classroom observations, coaching and feedback and planning days to ensure all students are supported in their individual learning progress. - Continue to extend the provision of support for students requiring assistance with educational materials, uniform, equipment and other items. - Continue to seek support from local business and/or community grants to extend breakfast club, school pantry and fruit break program.
<p>Aboriginal background</p> <p>\$61,578.84</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Umina Beach Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidenced Based Teaching Strategies • Advocacy, belonging and expectation of success • Productive Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement: employment of part-time AERT to support student learning, sense of belonging • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students

<p>Aboriginal background</p> <p>\$61,578.84</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased attendance for Aboriginal and Torres Strait Islander students. - increased and strengthened positive relationships with our Aboriginal community. <p>100% of all Aboriginal and Torres Strait Islander students had effective, differentiated, individualised PLPs in place and 100% of all students were supported to achieve their goals.</p> <ul style="list-style-type: none"> - Increased student attendance in cultural events offered in school and across LMG. - Strong growth for Aboriginal students in reading and numeracy, as measured through internal and external data for students in Years 3 and 5. - increased attendance for Aboriginal and Torres Strait Islander students. - Positive TTFM student growth in the area of school supporting culture. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Review and strengthen PLP process, further developing opportunities to support attainment of student cultural goals - Review AERT drop in sessions and collaborate with community to support increased, positive community engagement. - Continue to sustain AERT role to maintain strong, supportive links and partnership with the school's Aboriginal and Torres Strait Islander Community. - Increase school-based cultural activities offered at school, aligned to cultural goals - Develop more opportunities for student voice and authentic leadership, starting with the development of Aboriginal Cultural Leaders in 2024.
<p>English language proficiency</p> <p>\$36,394.98</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Umina Beach Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidenced Based Teaching Strategies <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact:</p> <p>Through strong, intensive support within the classroom, increased differentiated learning opportunities and support for students resulted in a significant decrease in the number of students requiring intensive support (from 21% in Term 4 2022 to 3% in Term 4 2023).</p> <p>The number of students requiring developing/consolidating support decreased from 14% in 2022 to 12.5% at end of 2023.</p> <p>Staff strengthened their knowledge of EALD through professional learning provided throughout the year as well as through opportunities to work with and alongside EALD teacher in the classroom (as opposed to previous withdraw method).</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Despite anticipated decrease in EALD funding support, school will seek to provide additional funds to sustain strong EALD support for students in 2024, using in-class support model and focusing on differentiation strategies. - EALD teacher to continue to develop whole-school staff knowledge and understanding of EALD student needs through targeted PL across the year. - Maintain additional staffing to implement co-teaching programs to provide intensive support for all students with an EALD background.

<p>English language proficiency</p> <p>\$36,394.98</p>	<p>- Continue to utilise EALD teacher as a resource for developing and strengthening parent partnerships and strong family support for EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$257,678.63</p>	<p>Low level adjustment for disability equity loading provides support for students at Umina Beach Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidenced Based Teaching Strategies • Advocacy, belonging and expectation of success • strong systems of support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing specialised support, such as MSLE, for students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Employment of 1.5 (FTE) learning and support teachers to provide needs-based support for targeted students within the classroom. - Delivery of targeted social skills program, with 70 students participating in five different programs over the course of the year. - Development, monitoring and implementation of 4 individualised, targeted and intensive intervention programs to increase student engagement in their social and academic learning. - Securing additional, needs-based support through successful submission of access requests, resulting in increased safety, security and learning opportunities for students with disabilities.. - Additional SLSO employed to provide intentional, targeted social support, focused on improving student wellbeing and engagement, improve social and emotional development and build sense of belonging. - Provision of SLSO's to implement regular sensory programs utilising the sensory room. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continued development of learning and support processes and investment in professional learning for SLSO team to improve consistency and effectiveness in social and wellbeing systems of support. - Continued, targeted professional learning to enable the continued successful delivery of wellbeing programs. - Strengthen school systems for identification of students with imputed disability and ensure targeted intervention and support provided aligns with the continuum of care. - Strengthen positive partnerships with parents through intentional, regularly scheduled meetings throughout the year. - Build capacity of LST and whole-school staff in NCCD processes and procedures. - Develop wider range of support plans for students with imputed or diagnosed disability. - As a result of improved, supportive intervention processes implemented in classrooms by SLSOs in 2023, data shows that a sensory room is no longer required. In 2024, students will continued to be supported with individualised supports in the classroom. - Engagement in professional learning via The Anxiety Project, the school will review current suite of accomodations and streamline processes, in line with neuroscience research.

<p>Professional learning</p> <p>\$44,235.99</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 Umina Beach Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidenced Based Teaching Strategies • Collaborative Practice & Feedback • strong systems of support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • executive team participated in Selena Fisk - "Data Storytelling" and "Leading Data-Informed Change in Schools" professional learning to gain a consistent approach in the collection, analyses and use of data K-6 • teacher relief for staff to engage in professional learning. All staff engaged in two curriculum planning days a term, led by APC&Is and APs to collect, analyse and discuss data to inform teaching and planning • staff engage in the Learn, Do Reflect Model to implement explicit teaching practices <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * 100% of executive team increased skill, knowledge and confidence in regard to leading data-informed change within their stage teams. * The collaborative development and implementation of a K-6 Assessment Plan, supporting teachers to use a wider range of use evidence of learning, including a range of formative assessments to inform teaching, adapt practice and meet learning needs of students, extending the school's whole school approach to integrated assessment. * Evaluation and feedback on staff performance revealed increased collaboration throughout stages and across the school, accompanied by increased levels of trust, sharing, and overall collaborative practice. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Build all teacher's capacity in data storytelling to create an evidence- and data-informed culture. - Continue to provide the systems and structures that enable stage and school collaboration around the teaching and learning cycle. - A continued focus on professional learning around evidenced based teaching strategies through collaborative inquiry cycles. - Increase collaboration with the school community in using student learning and wellbeing data to identify strategic priorities and develop and implement plans for continuous improvement, ensuring strategies implemented reflect research on best practice and include ongoing monitoring of success.
<p>QTSS release</p> <p>\$136,359.94</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Umina Beach Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidenced Based Teaching Strategies • Implementing the New curriculum • Collaborative Practice & Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • systems and structures refined to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support their development of the new syllabus and classroom programs • implementation of classroom colleague visits to strengthen quality teaching practices • staffing release to align professional learning to the Strategic

<p>QTSS release \$136,359.94</p>	<p>Improvement Plan and develop the capacity of staff</p> <ul style="list-style-type: none"> • stage planning days implemented, enabling collaboration and continuous improvement. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 98% of staff indicated that collaboration provided during Collaborative Inquiry Cycles and staged curriculum sessions increased their knowledge of and ability to implement high quality teaching strategies and strive for continuous improvement in their own practice. - 96% of teachers engaged in collegial classroom visits and indicated that this strengthened their teaching practice and improved consistency of practice across the school. - All K-6 teachers felt strongly supported by APC&Is and APs in the "enacting" phase of the English and mathematics syllabus. - Year 1 Phonics Screener data indicates 78% of students achieving or exceeding expected outcomes with 17% of students supported through intentional monitoring and a small percentage of students (5%) identified at risk of reduced learning success if intervention is not provided. - An increase in Check-In average scores over time for students in Year 3: reading and numeracy, students in Year 5: numeracy and students in Year 6: reading and numeracy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - APC&Is continue collaborative inquiry cycles with an emphasis on explicit teaching and data informed practice, implementing coaching and mentoring structures. - continue to implement 2 x stage planning days per term, led collaboratively by APC&I and AP, using devised systems and structures. - APC&Is to provide targeted in-class support for Years 3-6 teachers to ensure quality and consistent curriculum implementation. - Develop data-responsive, targeted intervention support for Year 3 students identified as Tier 3, performing in lower band in reading.
<p>COVID ILSP \$161,370.08</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers 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 identified 'at risk' through literacy and numeracy assessment processes • providing intensive small group tuition for identified students based on identified needs via literacy assessment data • development of resources and planning of small group tuition • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Successful identification of students requiring intervention in literacy through analysis of a range of external and internal data, including DIBELS data. - Targeted, small-group tuition support was provided to 114 identified students (18% of student population). - Support was differentiated to the individual needs of students as a result of quantitative and qualitative data analysis, ensuring maximum impact for students. - A total of 70 students were supported through small-group intervention utilising the minilit program. 44 students were supported through small-group intervention utilising the macqlit program. - Implementation of a stringent, consistent timetable ensured minimal

<p>COVID ILSP</p> <p>\$161,370.08</p>	<p>disruption to classroom routines and provided stability for students and teachers.</p> <ul style="list-style-type: none"> - Structured systems and processes for small-group tuition lesson delivery reduced cognitive load for participating students, allowing for maximum focus on target areas for learning. - 100% of participating students in minilit made growth as a result of participation in these intervention programs. - 51% of students engaged minilit successfully completed the program. Over half of the participating students who did not successfully complete the program were impacted by irregular attendance. <p>In macqLit, 65% of participating students achieved 10-30% growth. In 2023, the school trialed a process utilising SLSOs to deliver the macqlit program in conjunction with teachers, which may have reduced quality of program delivery.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - The school will continue to utilise a range of literacy and numeracy data, including DIBELS assessment to identify student point-of-need intervention, with a focus on fluency and phonological awareness, aligned with SIP targets and school data. - Small group tuition support will be delivered solely by teaching staff. - COVID ILSP teachers and Learning and Support staff will undertake MSLC training to more effectively provide targeted support students with Dyslexia. - Regular meetings between small group tuition team and APCI team will ensure effective data discussions, an "our team" approach and stronger systems implemented to track and analyse student data for growth and next steps. - Small group tuition teachers will be retrained in macqlit, using a specialised space, smaller groups and clear directed focus of lessons to maximise retention and minimise time out of the classroom.
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	390	381	376	353
Girls	340	314	301	268

Student attendance profile

School				
Year	2020	2021	2022	2023
K	90.9	92.6	88.2	91.9
1	90.4	92.6	85.2	90.6
2	90.5	90.9	86.6	88.9
3	89.8	92.7	84.8	87.8
4	86.8	92.0	85.3	88.6
5	85.4	89.3	84.7	87.4
6	89.1	88.3	81.7	89.2
All Years	89.0	91.2	85.1	89.2
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
Deputy Principal(s)	2
Assistant Principal(s)	5.6
Classroom Teacher(s)	24.39
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.06

*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	569,366.32
Revenue	7,713,846.28
Appropriation	7,291,661.57
Sale of Goods and Services	99,706.96
Grants and contributions	309,341.00
Investment income	13,136.75
Expenses	-7,672,602.18
Employee related	-6,721,162.11
Operating expenses	-951,440.07
Surplus / deficit for the year	41,244.10
Closing Balance	610,610.42

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	335,049
Equity Total	516,102
Equity - Aboriginal	61,579
Equity - Socio-economic	160,450
Equity - Language	36,395
Equity - Disability	257,679
Base Total	4,737,727
Base - Per Capita	176,196
Base - Location	0
Base - Other	4,561,531
Other Total	858,650
Grand Total	6,447,528

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

Information regarding student satisfaction was gained from a variety of internal and external measures, including Tell Them From Me surveys. Regarding student satisfaction at school, comparison of 2022 to 2023 TTFM student survey results show there was an increase in student sense of belonging from 57% to 66%, with a noticeable increase in sense of belonging for male students. Reviewing student expectations of success showed positive results in comparative survey data from 2022 and 2023, with expectations of success increasing from 90% to 96%. Survey results showed that student advocacy increased from 74% in 2022 to 81% in 2023 and indicated that boys, in particular, experienced an increased sense of advocacy, support and encouragement at school from 2022 to 2023. This will remain a strong focus for continued improvement in 2024. Student satisfaction data will strongly inform school planning in 2024: Increasing student sense of belonging will remain a school target.

Reflective of targeted strategic initiatives, the school reviewed student engagement data, carefully reflecting on social, institutional, and intellectual engagement. Pleasingly, there was an increase in students with positive relationships, with data showing that the percentage of students socially engaged rose from 81% in 2022 to 86% in 2023, exceeding the state norm (85%). Data indicates that students with a positive sense of belonging is still a key focus for improvement. In relation to institutional engagement, comparative 2022-2023 data showed an improvement in all three key areas: positive homework behaviours, positive behaviour at school and valuing school outcomes. Pleasingly, there was a strong increase in the percentage of students who value schooling outcomes (from 85% in 2022 to 86% in 2023), although this remains a target for improvement. In regard to comparative 2022-2023 data relating to intellectual engagement at school, strong increases were noted in all three key areas: motivation and interest, effort, and quality instruction. Pleasingly, student data relating to being recipients of quality instruction rose from 71% in 2022 to 86% in 2023, equalling state mean.

Tracking TTFM student data relating to early signs of disengagement, the number of students in 2022 reflecting disengagement significantly decreased, in comparison to 2022 data. Pleasingly, all four school-level factors associated with student engagement (quality instruction, positive teacher student relations, positive learning climate and expectations for success) showed positive increases from 2022 to 2023. Whole-school strategies and supports to achieve ongoing positive progress will focus on increasing advocacy, school-wide strategies to identify early signs of disengagement, explicit literacy and numeracy instruction and quality teaching practices across all classrooms and initiatives that help to reduce student anxiety and build emotional resilience.

Information regarding parent satisfaction was gained from a variety of internal and external measures, including Tell Them From Me parent surveys. Pleasingly, school data show that the number of parent responses increased from 2022 to 2023 and, over the past three years, parent participation has doubled. Comparison of 2022 to 2023 TTFM parent survey results show a positive increase in parent perception of the school supporting learning, with a school mean score of 6.8 in 2023, compared to 6.7 in 2022. Parent feedback indicated an increased confidence that teachers take account of individual needs, abilities and interests (from a mean of 6.5 in 2022 to a mean of 6.8 in 2023), and expect students to work hard (from a mean of 6.6 in 2022 to 7.0 in 2023). Parent feedback reflected increased parent confidence that school is a culturally safe place for all students (69% of parents agreeing or strongly agreeing with this statement in 2022 compared to 75% in 2023). In comparing 2022 to 2023 TTFM data, an increase was noted in the number of parents who strongly agree that they would recommend our school to other parents, from 27% in 2022 to 35% in 2023. Comparative 2022-2023 data shows that parent perception of safety at school is no longer a strategic target for improvement, which aligns with student TTFM data which reflects incidents of bullying have decreased, with school means well below state averages. Whilst the school undertook a strategic focus on improving communication pathways in 2023 and providing new ways of sharing more information for parents, TTFM parent survey data shows this continues to be an area for improvement, with most recent parent feedback suggesting that the school should focus on assisting parents to feel more informed, although the number of parents who talked more than once with a teacher about their child's learning or behaviour showed an increase from 63% to 73% between 2022 and 2023. The data indicates that parents are feeling informed in relation to learning progress, but a clear, emerging priority is the need to provide information for parents in regard to their child's social and emotional development.

Information regarding teacher satisfaction was gained from a variety of internal and external measures, including Tell Them From Me teacher surveys. Comparison of 2022 to 2023 TTFM survey results shows a strong increase in teacher confidence in the school leadership team, with staff feedback on leadership exceeding state confidence (7.8 school: 7.1 state). Most pleasing was the perception that school leaders help teachers create new learning opportunities for students (a mean of 8.1 in 2023 compared to a mean of 7.2 in 2022). Teacher confidence in relation to collaboration remained high and stable, with a mean of 8.2, exceeding the state mean of 7.8. Teacher confidence in relation to Learning Culture remained high and stable, with a mean of 8.1, exceeding the state mean of 8.0. Teacher perception of data informing practice remained high and stable, with a mean of 7.9, exceeding the state mean of 7.8. Reflective of the school's targeted priorities in 2023, there was a pleasing increase in teachers regularly using data from formal assessments to decide whether a concept should be taught another way (mean score of 8.5 in 2023 compared to a mean of 7.6 in 2022). Teacher confidence in relation to teaching strategies remained high and stable, with a mean of 8.1, exceeding the state mean of 7.9. Pleasingly, comparative 2022-2023 data reflected an increase in teachers helping students set challenging learning goals (from a mean of 7.8 to 8.1) and an increase in teacher ability to easily identify unproductive learning

strategies (from a mean of 7.8 to 8.1).

Reflective of the sustained focus on classroom observations in 2022, perception of teachers receiving helpful feedback about their teaching rose from 7.2 to 8.1 from 2022 to 2022.

Reflective of the sustained focus on developing an engaged learning culture, teacher perception of learning culture increased from 7.9 in 2021 to 8.2, exceeding NSW state norm in 2022 (8.0).

In relation to the four dimensions of classroom and school practices, school means exceeded state averages in three out of four dimensions, these being challenging and visible goals (school: 7.6, state: 7.5); planned learning opportunities (school: 7.8, state: 7.6) and overcoming obstacles to learning (school: 7.8, state: 7.7). There was a slight decrease in overall perception of the provision of quality feedback: whilst data indicated that teachers have increased the written feedback students receive on their work, there was a decline in teachers being regularly available to help students with special learning needs. This reflects TTFM teacher comparative data showing a decline in teacher confidence in relation to possessing the skills and confidence to meet the needs of students with disability or special needs (the mean score for strong agreement declined from 36% in 2022 to 24% in 2023). This may be related to the increasing number of students presenting in classes with special learning needs, which is an area identified for strategic focus in 2024.

A clear area for improvement is technology, with teacher TTFM data indicating that this key driver of student learning is not being effectively utilised (school mean of 5.7 compared to the state mean of 6.7). Whilst the school has improved access to technology for both staff and students, the school will continue to address technology as an area for improvement in 2024 school planning targets, particularly in upskilling teachers to support students in their learning via interactive technology.

The school will address areas identified for improvement in relation to parent, teach and student satisfaction in the school's 2024 planning targets.

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.