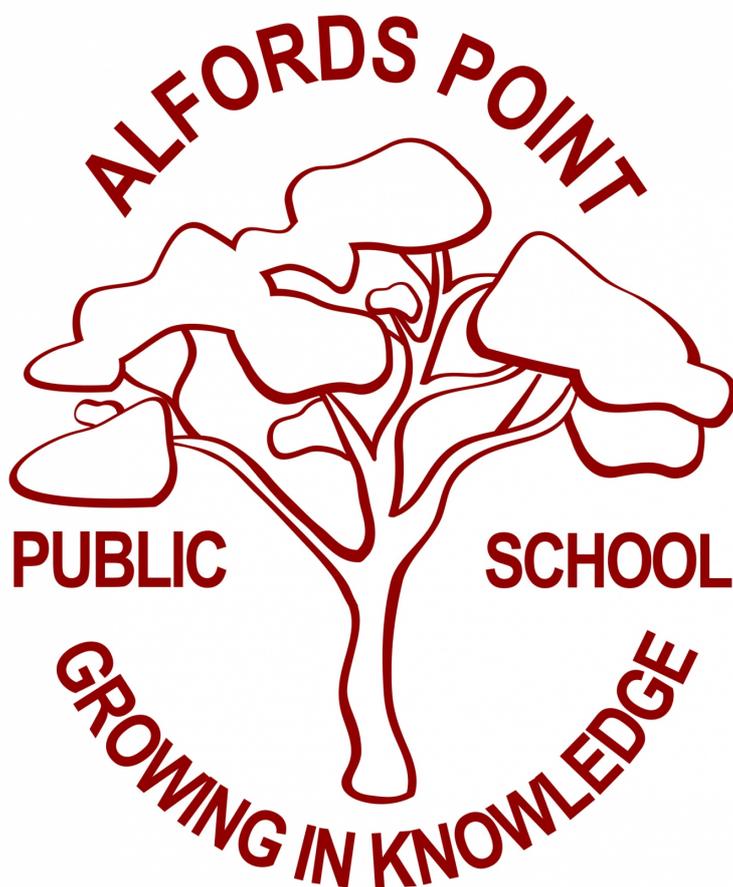


2022 Annual Report

Alfords Point Public School



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Introduction

The Annual Report for 2022 is provided to the community of Alfords Point Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

All learners at Alford's Point Public School will grow in knowledge, connect, succeed and thrive in a quality teaching environment underpinned by collaboration, inclusivity and high expectations.

School context

Alford's Point Public School is a well-established K-6 school situated in the Sutherland Shire. The school has an enrolment of 208 students of whom 46% have a language background other than English and 2% identify as Aboriginal or Torres Strait Island background. In 2022, there are 21 staff, including the Principal, two Assistant Principals, 11 teachers and seven administrative staff. A number of volunteers work at the school on a regular basis.

The school is situated in the suburb of Alford's Point which is located on the southern bank of the Georges River. The suburb is nearly completely surrounded by bushland from the Georges River Nature Reserve with Alford's Point Road within its eastern border. Located in a bushfire prone residential area the school is on the Public Schools NSW bushfire registry as a high risk site and will be directed to close in the event of a catastrophic fire danger rating forecast. The school consists of four buildings of brick and tile construction, one demountable MDR building, one aluminium shed and one shipping container.

The school is committed to ensuring all students connect, succeed and thrive whilst growing in knowledge in an environment underpinned by collaboration, inclusivity and high expectations. The school is focused on equipping our students with the skills and knowledge required of a future focused mindset, including teaching in flexible, open learning spaces, with an emphasis on 21st Century learner qualities.

Our students are taught by dedicated teachers with high expectations, who work collaboratively to create a learning community that focuses on continuous improvement. Teachers use evidence-based practices school-wide and address the target areas of literacy and numeracy through explicit teaching and an engaging knowledge-based curriculum.

Through our situational analysis, the school identified three overarching areas of focus moving forward. Focus 1: to use data informed practices that ensure all teachers use data to check and understand where their students are in their learning and to plan where to next to improve student learning outcomes in Literacy and Numeracy. Focus 2: to improve effective classroom practice through a focus on explicit teaching, effective feedback, classroom management and collaboration. Focus 3: to establish relationships between students, staff, parents and the community so all stakeholders connect, succeed and thrive. The overarching focus in all areas of the strategic improvement plan is high expectation, inclusivity and collaboration.

The school values effective partnerships with parents/carers and has a highly involved school community, committed to providing opportunities for all students to develop to their full potential. Extra-curricula opportunities in sport, technology and creative and performing arts, enable our students to excel through a range of different experiences. Alford's Point Public School is an active member of the Community of Schools Between The Rivers (COBSTR) where innovative programs and collaboration are the focal point.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice to improve student learning outcomes in Numeracy and Literacy.

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.

- Data informed practice in Numeracy and Literacy

Resources allocated to this strategic direction

Professional learning: \$4,106.40

Summary of progress

In 2022 the school established an assessment schedule so that we have baseline data on every student. This data is then used to establish targeted support for students, track progress, identify support and learning goals for where to next. The school ran professional learning on the new K-2 English and mathematics syllabus, dyslexia training and multiplicative strategies.

The quality of these processes is evidenced in the rich data collected which shows student growth. Observation of teacher practice demonstrates that teachers are now starting to use data to drive classroom practice.

The barrier we overcame was the shortage of available casual staff to release teachers so they could engage in professional learning. Our learning support processes proved to be an enabler driving strong growth for identified students.

Impact:

Teachers routinely use pre and post assessments to help guide where to take students next in their learning, and use data to inform teaching and planning for future lessons.

Classroom teachers differentiate instruction to meet the needs of all students through the delivery of differentiated instruction and the creation of differentiated groups based on baseline data established at the beginning of the school year. Explicit instruction is followed by modified levelled tasks/activities to meet the needs of the students.

The teachers use a variety of evidence to show students' growth and achievement throughout the year. The assessments undertaken at Alford's Point Public School that show growth include PLAN2, IfSR, running records, Dibels, MaqLit, MultiLit and check in assessments.

Where to Next:

In 2023, the school will continue with our MultiLit suite of programs and utilising the Heggerty program in K-2 to support the implementation of the new K-2 syllabus. The school will focus on Numeracy in 2023 and use assessments to drive improvement.

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
Increase the percentage of students achieving in the top 2 bands of NAPLAN 2019 in Numeracy to the lower bound target. Uplift 6.9%	In 2022 NAPLAN data indicates 37.5% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.

<p>Increase percentage of students achieving in the top 2 bands of NAPLAN in Reading to the lower bound target. Uplift 5.9%</p>	<p>In 2022 NAPLAN data indicates 58.93% of students are in the top two skill bands for reading indicating the school almost achieved the system negotiated target (59%); however, progressed beyond the target baseline by 4.84% .</p>
<p>Increased percentage of students achieving expected growth in NAPLAN Numeracy from 47% in 2019 to at or above the lower band target of 55.7% (upperband target 60.7%)</p> <p>Uplift = 8.7%</p> <p>There will be no NAPLAN growth data in 2022 as no NAPLAN in 2020.</p>	<p>Data is unavailable for this progress measure in 2022 due to the absence of comparison data from the 2020 cancellation of NAPLAN. However a focus on this target has enabled targeted interventions in multiplicative strategies and additive strategies.</p>
<p>Increased percentage of students achieving expected growth in NAPLAN Reading to the lower bound target.</p> <p>Uplift 4.9%</p> <p>There will be no NAPLAN growth data in 2022 as no NAPLAN in 2020.</p>	<p>Data is unavailable for this progress measure in 2022 due to the absence of comparison data from the 2020 cancellation of NAPLAN. However a focus on this target has enabled the implementation of MultLit interventions and improved assessment practices in classes.</p>
<p>Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.</p> <p>DSU - DA - Sustaining and Growing</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of data analysis where: <i>the learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.</i></p>
<p>The school's curriculum provision supports high expectations for student learning.</p> <p>C- CP - Excelling</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of curriculum provision where: <i>the school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.</i></p>

Strategic Direction 2: Quality Teaching and Learning

Purpose

To improve effective classroom practice through a focus on explicit teaching, effective feedback, classroom management and collaboration underpinned by high expectations for all.

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.

- Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning: \$5,000.00

QTSS release: \$42,061.09

Integration funding support: \$73,217.00

Socio-economic background: \$14,898.38

English language proficiency: \$62,763.54

Low level adjustment for disability: \$17,262.52

Literacy and numeracy: \$25,640.29

Aboriginal background: \$2,261.68

Summary of progress

In 2022 the school led processes in NESA compliance programming, professional learning in HGPE and strengthened PDP processes with an emphasis on working collaboratively to strengthen student outcomes.

Effective classroom practice was a focus with the spotlight on effective teaching and explicit feedback to drive student learning.

The quality of these initiatives is seen in classroom programs and lesson observations where feedback was collected from students about the quality of the teaching process.

The teachers engaged in lesson observations with a teaching focus on multiplicative thinking and observation focus on feedback - task feedback (how well the task was understood and performed), feed forward (provision of information to move student learning forward), feed up (information provided on where the learner is going) and timely feedback (when is feedback given). At the conclusion of the lesson, feedback was sourced from student focus groups. The focus group data on effective feedback when teaching multiplicative strategies in numeracy was collated and analysed by the LEED team. This data was then used to formulate an action plan which was shared with all staff.

The barriers we overcame included finding casuals so that professional learning and observations could be conducted.

An enabler was the quality of the material and support provided through the LEED professional learning.

Impact:

Students are developing their understanding of what they are supposed to learn through their individualised learning goals that are monitored by both teacher and students, with progress tracked in PLAN2.

All teachers engaged in lesson observations as part of the performance and development cycle. An area of focus during the process was on the type, frequency and impact of feedback given during lessons to students from teachers. At the conclusion of the lesson, students were also asked to provide feedback on the learning undertaken. Student feedback on the quality of the learning was collected and highlighted that students received feedback from their teachers via a variety of methods including verbal comments, non-verbal gestures, written responses and stickers before, during and after the learning. Student feedback assisted them in knowing whether they were progressing in their learning and what they needed to do to move forward in their learning.

The students knew how well they had completed their work by the marks received, feedback received from their teacher during the task and upon completion, the quality of the work and effort applied by them. A number of students stated that they engaged in discussions with the teacher about their work and received suggestions for how to improve moving forward. The students reported comments such as 'maybe next time focus on …,' were helpful and positive suggestions as they felt supported even if they had difficulty with the task and it directed their thinking and motivation

towards progressing forward.

Class teachers recognise a need for a repertoire of high impact strategies to meet the needs of students and identify explicit teaching in mathematics and English that supports differentiation and the quality of the feedback drives student progress. Teachers also utilise modelling, whole class discussions, group work, feedback, assessment for, of and as learning, learning intentions success criteria (LISC), differentiation of the curriculum, explicit instruction of the learner qualities and behaviour management/expectations as strategies implemented throughout the day to support students' needs.

Teachers collaborate to produce report comments, consistent teacher judgement in marking and cross grade assessments are collaboratively developed. Programming is jointly developed across stages so that there is consistency in progression and continuity. Working as a team both in stage groups and as a whole staff is seen as an important component to improve student outcomes at Alford's Point Public School. The staff work closely to develop scope and sequences, plan and develop programs, undertake roles and responsibilities across the school, collect and analyse data and share resources and knowledge. The Learning and Support team work closely with classroom teachers to assist with the identification and support for all students to ensure all learning needs are met. Of most value is the opportunity for whole staff discussion during professional learning and professional dialogue where knowledge, skills and understanding are shared to build the capacity of all.

Where to Next:

In 2023 the school plans to focus on Numeracy - explicit teaching and feedback to lift student outcomes, building staff knowledge and capacity to effectively implement the New K-2 English and mathematics syllabus and a whole school focus on building Aboriginal cultural awareness for all.

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>Increase the percentage of targeted students meeting or exceeding their individual learning goals/stage benchmarks so that equity goals are closing from baseline.</p>	<p>Through the Learning Support process targeted students in MultiLit, MacLit, Dibels, Running Records tracked K-4, PLAN2.</p> <p>In a 5 month period 55% of K-2 students receiving interventions in phonics improved their blending skills to read decodable words in texts accurately.</p> <p>81.5% of 3-6 students receiving MacqLit Support improved their fluency even though they're still sitting in the low range for their age group, their reading accuracy has also increased. 30% of students achieved higher results for comprehension.</p>
<p>To increase the percentage of students who achieved top 2 bands in NAPLAN achieving or exceeding their expected growth measured by NAPLAN or PAT effect size from baseline data.</p>	<p>As there was no NAPLAN 2020 data expected growth and effect size is unable to be measured.</p>
<p>The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence..</p> <p>LC - HE - Excelling</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of high expectations where: <i>there is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.</i></p>

Strategic Direction 3: Connection and Engagement

Purpose

To establish relationships between students, staff, parents and the community so all connect, succeed and thrive.

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.

- A planned approach to wellbeing

Resources allocated to this strategic direction

Per capita: \$55,589.53

Professional learning: \$5,000.00

Summary of progress

In 2022 the school continued to engage in the LEED project to build leadership skills and knowledge in data collection and analysis. The school re-introduced some extra-curricula activities and transitions program - Kindi Start for 2023 kindergarten students and Year 6 to 7 programs with local high schools. The Year 5 students engaged with kindergarten as part of the buddies program and 2022 student leaders and staff were assigned roles of responsibility to build leadership skills.

The quality of the LEED project supported the leadership skills of the executive who transferred their knowledge to build capacity in their teams in data analysis. We were able to reopen the school site to families and the wider community and hold community events to re-establish connections which had been fractured due to the COVID-19 pandemic. The school also supported preschoolers and their families through face to face transition programs. The year concluded with our Night of Celebration (NOC) which encompasses a whole school musical and presentation assembly. NOC is a highlight on the school calendar where all students showcased their talents in the musical -Madagascar and families join together to celebrate an engaged year of learning.

The barrier we overcame was the inability to engage with parents/carers face to face due to the Department of Education COVID guidelines. During the restrictions the school hosted events online via zoom e.g. Parent Information Sessions, and postponed events such as Grandparents Day until later in the year. As the restrictions eased the school scheduled onsite community events to celebrate and re-build connectivity.

The implementation of a designated mobile number was an enabler as it provided the opportunity for the school to send and receive SMS messages for student absences. The consistency of this strategy was impacted by staff absence; however, once this barrier was overcome, regular daily notifications were sent to parents/carers when students were absent and responded to by parents/carers. Student attendance continued to be negatively impacted by illness in 2022. The changing guidelines around isolation periods overall had a positive influence on student attendance.

Impact:

Alfords Point Public School is committed to building shared beliefs and understandings by the whole community. In 2022, the school responded to community needs to re-connect with the school through hosting a number of school events where parents/carers were able to engage onsite, reconnect and share in their child's learning journey. These opportunities were embraced by all and will remain a priority moving forward. The school consistently seeks, analyses and responds to feedback from parent/carers, students and staff to maintain transparency and build shared beliefs and understandings in Alfords Point Public School by the whole community.

Where to next:

The school will source opportunities for HPGE students and student leadership via extra-curricula activities in the areas of dance, choir, performing arts, public speaking, mathematics, English and sport and will be facilitating the establishment of a musical performance program in response to parent/carer feedback with a view to starting in Term 2. The executive will engage in leadership professional learning in 2023 to support and strengthen their leadership skills. Personalised Learning Pathways and Individual Learning Plans will continue to be developed in partnership with parents/carers and students to support student engagement and progress.

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
Increase the proportion of students attending >90% of the time from 2019 to our lower bound target. Uplift 4.8%.	In 2022, the proportion of students attending greater than 90% of the time declined to 56.14%. This was below the lower bound target.
Increase the proportion of students reporting positive Expectations for Success, Advocacy, and Sense of Belonging at School from 2020 Tell Them From Me to greater than 90%.	<p>87% of students reporting positive wellbeing outcomes has decreased by 1.98% across the positive wellbeing measures.</p> <p>Tell Them From Me data demonstrates we are above statistically similar and state average on all measures. Advocacy at school (92%) and expectations for success (97%) are school strengths. Sense of Belonging at 72% is an area for future focus.</p>
<p>Consolidating Sustaining and Growing</p> <p>The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.</p> <p>ED - CE - Sustaining and Growing</p> <p>The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.</p> <p>MPP - CS - Excelling</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Community Engagement where: <i>the school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.</i></p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of community satisfaction where: <i>the leadership team analyses responses to school community satisfaction measures.</i></p>
<p>The school will monitor and refine a whole school approach to wellbeing and engagement, to improve learning.</p> <p>W- PATW - Sustaining and Growing</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of a planned approach to wellbeing where: <i>the school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.</i></p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$73,217.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Alford's Point Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <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 individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. These students were supported by SLSOs ensuring their success in a mainstream classroom.</p> <p>After evaluation, the next steps to support our students will be: In 2023, to continue high quality SLSO support to ensure student success in their PLSPs.</p>
<p>Socio-economic background</p> <p>\$14,898.38</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Alford's Point Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</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"> • Effective Classroom Practice <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 implement targeted intervention programs. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Equitable access for all students to engage in curriculum and targeted support for students. The impact of these interventions is evident in the increased number of students meeting their learning goals with their individual learning plans.</p> <p>After evaluation, the next steps to support our students will be: In 2023, to continue to monitor program implementation, student growth and meet the additional learning needs of students as they arise.</p>
<p>Aboriginal background</p> <p>\$2,261.68</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Alford's Point Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$2,261.68</p>	<ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: All Aboriginal and Torres Strait Islander students had a detailed Personalised Learning Pathway (PLP) developed in consultation with parents/carers. The PLP was systematically reviewed and updated throughout the year to support learning goals.</p> <p>After evaluation, the next steps to support our students will be: In 2023, to continue to support Aboriginal and Torres Strait Islander students to meet their learning goals through high quality SLSO support.</p>
<p>English language proficiency</p> <p>\$62,763.54</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Alford's Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <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 • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Collaborative team teaching and modelling best practice in literacy acquisition teaching. As a result of this targeted funding and direct intervention, EAL/D students have increased their language proficiency evidenced by student growth in ESL scales.</p> <p>After evaluation, the next steps to support our students will be: In 2023, to continue to deliver high quality targeted interventions to support student growth and achievement.</p>
<p>Low level adjustment for disability</p> <p>\$17,262.52</p>	<p>Low level adjustment for disability equity loading provides support for students at Alford's Point Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSO) • targeted students are provided with an evidence-based intervention MacqLit program to increase learning outcomes • engaging a Learning and Support Teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Targeted support for students to maximise learning outcomes in line with Individual Learning Plans (ILP). Through a coordinated approach to Learning and Support programs, including consultation with parents and carers, 100% of students with an ILP made growth in learning.</p>

<p>Low level adjustment for disability</p> <p>\$17,262.52</p>	<p>After evaluation, the next steps to support our students will be: In 2023, to continue to deliver targeted interventions including the MacqLit program, track and monitor student progress and provide support for students who have a disability or additional learning and support needs which require an adjustment to their learning.</p>
<p>Professional learning</p> <p>\$14,106.40</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 Alford's Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice in Numeracy and Literacy • Effective Classroom Practice • A planned approach to wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release staff to attend LEED • Release staff to attend HPGE professional learning • Engage in Dyslexia online professional learning <p>The allocation of this funding has resulted in the following impact: Increased staff understanding and use of data analysis to improve student outcomes and identify areas of need. Targeted interventions for students with learning needs supported by strong data sources gathered via MultiLit programs and diagnostic assessments.</p> <p>After evaluation, the next steps to support our students will be: Executive engaging in Habits of leadership and Principal Circle professional learning to build leadership skills. All staff will be engaged in K-2 syllabus implementation in English and mathematics.</p>
<p>Literacy and numeracy</p> <p>\$25,640.29</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Alford's Point Public School from Kindergarten to Year 6.</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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Additional learning and support targeted intervention programs implemented to meet the learning needs of identified students.</p> <p>After evaluation, the next steps to support our students will be: In 2023, continue to collect baseline data to identify students learning needs and implement targeted interventions in response to student needs.</p>
<p>QTSS release</p> <p>\$42,061.09</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Alford's Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$42,061.09</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Improved teacher practice and collaboration across the whole school and within stage teams has resulted in consistent teacher practices for students. All staff are compliant with mandatory training requirements. Teachers engaged in the PDP process and transferred feedback from lesson observations into practice to support student learning.</p> <p>After evaluation, the next steps to support our students will be: In 2023, a continued focus on data collection, tracking and analysis to support progress and meet learning needs.</p>
<p>COVID ILSP</p> <p>\$57,426.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • providing intensive small group tuition for identified students who were not meeting expected stage targets <p>The allocation of this funding has resulted in the following impact: Improved student results and engagement of students in literacy and numeracy lessons. The withdrawal of students, enabled direct instruction for students and a reduced ratio of students to teachers.</p> <p>After evaluation, the next steps to support our students will be: In 2023, to continue the delivery of evidence based programs such as MacqLit and DIBELS to support student achievement. Engage SLSO support to implement targeted interventions so as to increase the delivery of targeted support to students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	114	114	113	101
Girls	105	115	107	107

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.3	95.1	95.0	88.7
1	94.5	92.8	92.7	90.4
2	94.6	95.4	93.5	89.6
3	93.8	96.1	92.4	90.1
4	92.6	94.6	94.4	89.8
5	94.7	94.2	92.9	88.9
6	92.9	94.3	92.3	87.8
All Years	93.7	94.6	93.2	89.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.42

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	423,662
Revenue	2,231,044
Appropriation	2,067,578
Sale of Goods and Services	47,652
Grants and contributions	111,893
Investment income	3,920
Expenses	-2,090,248
Employee related	-1,864,769
Operating expenses	-225,479
Surplus / deficit for the year	140,796
Closing Balance	564,458

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.

	2022 SBAR Adjustments (\$)
Targeted Total	73,217
Equity Total	166,139
Equity - Aboriginal	2,262
Equity - Socio-economic	14,898
Equity - Language	62,764
Equity - Disability	86,215
Base Total	1,666,764
Base - Per Capita	55,590
Base - Location	0
Base - Other	1,611,175
Other Total	100,850
Grand Total	2,006,970

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of teachers, students and parents about the school via the Tell Them From Me suite of surveys. Students in years 4, 5 and 6 participated in the survey in March and November 2022 whilst parents and teachers were surveyed in November.

Teacher

The *Tell Them From Me Teacher Survey* was completed by 10 teachers on the eight drivers of student learning.

The school mean at Alford's Point Public School for leadership was 79% as compared to the state norm of 71%. This is an increase from 77% in 2021.

- 88% of teachers felt that they work with school leaders to create a safe and orderly school environment.
- 85% of teachers indicated that the school leaders helped them improve their teaching.
- 82% felt school leaders supported them during stressful times.
- An area for improvement is in leaders taking the time to observe teaching and providing useful feedback on teaching as only 70% reported this had occurred in 2022. Lesson observations were affected by casual staff shortages and staff absence.

The school mean at Alford's Point Public School for collaboration was 83% which was above the state norm of 78%. This is an increase from 82% in 2021.

- 90% of teachers indicated that teachers at Alford's Point Public School share their lesson plans and other materials with them compared to 86% in 2021.
- 85% of teachers reported that they collaborate with other teachers in developing cross-curricular or common learning opportunities. This was an increase from 79% in 2021.
- 85% of teachers discuss their assessment strategies with other teachers.
- 88% of teachers stated that they talk with other teachers about strategies that increase student engagement.

The school mean at Alford's Point Public School for learning culture was 79% as compared to the state norm of 80%. This was the same as 2021.

- 90% of teachers reported that they monitor the progress of individual students compared to 86% in 2021.
- 88% set high expectations for student learning compared to 86% in 2021 and 75% believe that students find class lessons relevant to their own experiences.
- 85% discuss the learning goals for the lesson in most of their classes. This is an increase from 75% in 2021.

The school mean at Alford's Point Public School for data informs practice is 82% as compared to the state norm of 78%. This is an increase from 80% in 2021.

- 89% of teachers report that their assessments help them to understand where students are having difficulty. This is an increase from 86% in 2021.
- 82% report that they give students an opportunity to improve when students' formal assessment tasks or daily classroom tasks fail to meet expectations. This is the same as 2021.
- 85% regularly use data from formal assessment tasks to decide whether a concept should be taught another way compared to 84% in 2021.
- 88% of teachers use results from formal assessment tasks to inform their lesson planning.

The school mean at Alford's Point Public School for teaching strategies is 79%. This is the same as the state norm in 2022 and an increase from 78% in 2021.

- 85% of teachers report when they present a new concept that they try to link it to previously mastered skills and knowledge compared to 84% in 2021.
- 80% use two or more teaching strategies in most class periods and discuss with students ways of seeking help that will increase learning.
- 78% of teachers report students receive written feedback on their work at least once every week whilst 80% discuss with students ways of seeking help that will increase learning.
- 80% of teachers indicate that students are very clear about what they are expected to learn.

The school mean at Alford's Point Public School for technology is 73% as compared to the state norm of 67%. This is the same as 2021.

- 80% report students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.
- 80% help students use computers or other interactive technology to undertake research.
- 80% ensure that students have opportunities to use computers or other interactive technology to analyse, organise and present subject matter.

The school mean at Alford's Point Public School for inclusive school is 82% this is comparable to the state norm of 82%. This is an increase from 80% in 2021.

- 90% establish clear expectations for classroom behaviour.
- 82% strive to understand the learning needs of students with special learning needs compared to 79% in 2021.

- 80% create opportunities for success for students who are learning at a slower pace compared to 79% in 2021 and 78% make sure that students with special learning needs receive meaningful feedback on their work compared to 73% in 2021.
- 85% use individual education plans to set goals for students with special learning needs and 83% make an effort to include students with special learning needs in class activities.

The school mean at Alford's Point Public School for parent involvement is 68% as compared to the state norm of 68%. This is an increase from 64% in 2021.

- 75% work with parents to help solve problems interfering with their child's progress compared to 72% in 2021.
- 75% are in regular contact with the parents of students with special learning needs compared to 68% in 2020.
- 70% regularly inform parents about their child's progress.

In the 2022 Tell Them from Me teacher survey two of the eight drivers of student learning elements recorded no change to the school mean from 2021 to 2022. This was noted in learning culture and technology. The elements of leadership, collaboration, data informs practice, teaching strategies, inclusive school and parent involvement all reported increases.

Students

In 2022, the Tell Them From Me student survey was undertaken by 74 students in years 4, 5 and 6 in March and repeated in November.

Social-Emotional outcomes:

In three areas the school was above or the same as the state norm:

- 88% of students at Alford's Point Public School, when compared to the NSW norm of 83%, have a high rate of participation in school sports with an instructor at school, other than in a physical education class.
- 92% of students had positive behaviour at Alford's Point Public School compared to the state norm of 83%. This was an increase from 91% on 2021.
- 85% of students had positive relationships at Alford's Point Public which is consistent with 2021. The students have friends at school that they can trust and who encourage them to make positive choices. This was consistent with the state norm of 85%.

In five areas the school was below the state norm:

- 51% of students had a high rate of participation in extracurricular activities compared to the state norm of 55%. This was an increase from 34% in 2021.
- 90% of students at Alford's Point Public School valued school outcomes compared to the state norm of 96%. This was an increase from 85% in 2021.
- 61% of students at Alford's Point Public School had a positive sense of belonging which is a decline from 72% in 2021. The students felt accepted and valued by their peers and by others at the school this was below the state norm of 81%.
- 64% of students were interested and motivated in their learning as compared to the state norm of 78%. This was a decline from 71% in 2021.
- 44% of students had a positive attitude to homework compared to the state norm of 63%. This was a decline from 54% in 2021.

Drivers of Student Learning

- In positive learning climate, 67% of the students compared to 73% in 2021, understand that there are clear rules and expectations for classroom behaviour which is above the state norm of 72%.
- In effective learning time, 79% compared to 81% in 2021 of students felt that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives as compared to the state norm 82%.
- In relevance, 72%, compared to 76% in 2021, of the students find classroom instruction relevant to their everyday lives as compared to the state norm of 79%.
- In advocacy at school, 73% of the students compared to 75% in 2021, feel they have someone at school who consistently provides encouragement and can be turned to for advice which is below the state norm of 77%.
- In positive teacher student relations, 80% of the students compared to 82% in 2021, feel teachers are responsive to their needs and encourage independence with a democratic approach as compared to the state norm of 84%.
- 73% of students report teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- In expectations for success, 84% of the students, compared to 86% in 2021, report school staff emphasise academic skills and hold high expectations for all students to succeed which is below the state norm of 87%.
- 37% of students state they are subject to bullying behaviour. This is above state norm of 36%. The highest result was identified in year 6 girls in this element.

Parent/Carer

The Tell Them From Me Parent Survey was completed by 31 respondents in 2022 on seven aspects of the respondents perceptions of their children's experiences at home and school. This was a significant increase from 9 in 2021.

In the aspect of parents feel welcome:

- 65% reported parents felt welcome when they visit Alfords Point Public School.
- 74% felt that they could easily speak with their child's teacher.
- 62% perceived teachers listen to concerns that they have

In the aspect of parents are informed:

- 66% felt that reports on their child's progress were written in terms they could understand.
- 65% perceived if there were concerns with their child's behaviour at school, the teachers would inform them immediately.
- 60% felt the teachers would inform them if their child was not making adequate progress in school subjects.

In the aspect of parents' participation at school:

- 62% talked with a teacher more than 2 times per year.
- 75% attended meetings or social functions more than 2 times in 2022.
- 16% were involved in any school committees.

In the aspect of parents support learning at home:

- 72% encourage their child to do well at school.
- 71% praise their child for doing well at school.
- 63% take an interest in their child's school assignments.

In the aspect of the school supports learning:

- 73% of parents perceive that their child is encouraged to do his or her best work.
- 69% felt teachers expect homework to be done on time.
- 67% believe teachers expect their child to work hard.

In the aspect of the school supports positive behaviour:

- 81% believe that their child is clear about the rules for school behaviour.
- 75% perceive that teacher expects their child to pay attention in class.
- 67% felt that the teachers maintain control of their classes.

In the aspect of safety at school:

- 80% perceived that their child felt safe going to and from school.
- 75% stated that their child feels safe at school.
- 61% felt that behaviour issues are dealt with in a timely manner.

In the aspect of inclusive school:

- 67% perceived that school staff create opportunities for students who are learning at a slower pace.
- 66% felt school staff take an active role in making sure all students are included in school activities.
- 65% believe teachers help students who need extra support.

87% of respondents reported that their child was enrolled in their first choice of public school.

Student Leadership team survey:

The four student leadership members were surveyed and reported on things they felt had been done well in 2022. 2 students felt that the leadership team worked well together and that leadership roles and assemblies were done well. 1 student felt that the stage 3 teachers made learning fun and was looking forward to assisting with the planning of all the end of year activities.

The captains reflected on their experiences in 2022 and areas of leadership growth. Team work, communication and commitment to the role were areas identified for improvement moving forward to strengthen student voice at the school. The students reported that there was good communication between home and school.

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.