

2022 Annual Report

Unanderra Public School



3308

Introduction

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

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

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Message from the principal

Principal's Address - End of Year Presentation Speech

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

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

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

We end 2022 being able to reflect on a year where the successes really exceeded even the most ambitious objectives.

To deliver excellence we must firstly have a school culture that strives and for being our personal best and encourages all of us to reach beyond our potential.

I believe that it begins with a strong school strategic plan that sets ambitious targets and implements strategies that establish and support high expectations. We are incredibly fortunate to have staff who are highly skilled and talented and who are dedicated to adopting best practice in pursuit of achieving these goals for all of the students.

Strategic Direction 1: 'Student Growth and Attainment' has focused on providing a whole school approach in the delivery of quality learning experiences that are focused and differentiated and incorporate high expectations. In order to drive student growth and performance in literacy and numeracy we have focused on establishing a culture strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout our school community so that students are knowledgeable, confident and engaged learners.

Timetables, planning meetings and teacher professional learning has emphasised the different learning needs and challenges of each student to ensure that individual student learning outcomes remain the priority.'

Strategic Direction 2; 'Well being. Inclusion and belonging'

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

Strategic Direction 3: 'Quality Systems and Practices'

In order to establish a self-sustaining and self-improving high-performance culture, we have focused on developing quality systems and explicit processes so that teacher practice is enhanced and supported. This has resulted in a clear

focus on student progress and achievement, reflective of the overarching strategic vision of the school community.

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

Our commitment to these three strategic directions has been rewarded with some impressive outcomes including the introduction of initiatives such as Smart Start, Formative Assessment, Dance2Bfit, (just to name a few).

In addition to this, Unanderra Public School staff have hosted a Kindy Expo showcasing the great learning experiences our school offers, the Great Book Parade once again enriching the learning of all of our students in the celebration of literacy and reading, we danced the night away at our school disco held in June and celebrated being kind with a rainbow B-Kinder day.

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

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

Students from Unanderra Public School performed in both the combined Choir and the Aboriginal dance group. Rehearsals for this spectacular show began many months ago and required a long-term commitment from not only the students and teachers but also from the families who were responsible for transporting their children to and from the venues at all hours of the day and late evening. It was an amazing community event to celebrate public education inclusive of all and an opportunity to showcase the many talents of our students across over 130 public primary and high schools. We cannot wait for next year!

Well done to the children who participated in PSSA and regional athletics events, state cross country, soccer and football trials and additional extracurricular activities for many of our representative sporting students. Congratulations on these great accomplishments to those students selected. I also commend your respectful and sportsmanship while competing and representing UPS! Thank you to Mr Le Breton and the administration staff for their work behind the scenes in following up with the organisation for these events. We always look forward to hearing your personal best achievements!

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

These people ensure that each day is filled with engaging learning experiences in a safe, clean and harmonious school environment that is well resourced. So it is the teachers, SLSO's, office administration staff, general assistant, cleaners and DoE personal who I also recognise today.

The learning of our children cannot be fully achieved without the support the school community. Each day the parents and friends of this great school community have conversations about what else they can do to make a positive difference. These conversations set the ball rolling into motion with action, such as the P & C contributing to Healthy Harold for the entire school and supporting the purchase of items such as technology devices and contributing to the Year 6 farewell! Making a difference through such an inclusive model of financial assistance makes our school an incredible place to be for all children and we thank you all so much. Thank you to our incredible P&C who have been working hard to prepare community projects such as the Mother's Day and Father's Day Stalls and gifts for our students to purchase. The organisation and preparation is always very involved and we thank all who were part of this great fundraiser.

The high standards set by our remarkable teachers and SLSO staff in the teaching and learning experiences that are provided to our children are always rich and meaningful. I am always pleasantly reminded of the care and dedication given to the children from our staff, when I hear of or am part of, professional discussions about new research in education or more simply how a child will learn best if a particular strategy was implemented. Reflecting on and responding effectively to the teaching cycle and understanding how it can be maximized to provide all children the opportunity to achieve beyond their potential is what all of our great public schools strive to achieve each day. I believe that here at Unanderra Public School we are certainly making strong strides to become successful in achieving this at a level of excelling!

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

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

The students in year 6 who are now facing exciting new challenges in 2023 and beyond will most certainly recall many great memories of their time in primary school and hold dear the positive words of encouragement and support provided to them by their teachers along the way. I wish you all the very best in your first year of high school and encourage you to respect yourself always and work hard to follow your values that contribute to making your own dreams come true.

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

Thank you.

Anissa Rajendra

Message from the school community

Presentation Assembly Speech- P & C President- 12 December 2022

Good morning staff, students and parents,

My name is Lisa and I have had the honour of filling the position of President of our schools P&C committee in 2022. Our 2 Vice Presidents this year were Jodien and Michael, our Treasurer was Fleur, and our secretary was Christine. It has been a wonderful year I am sure you would agree, after the challenges we have all faced in the last few years! Isn't this a wonderful occasion to celebrate the efforts of our students at Unanderra Public School this year. Congratulations to all the award recipients this morning but also to the whole school community, for always trying their best to follow the PBL's of our school. The P&C executive team are so proud of all of you, keep striving to be the very best self that you can be.

Our P&C have had a big goal this year, to assist the school wherever possible to re-build the sense of community spirit that we were sadly missing out on due to the pandemic. Many parents had communicated to us their desire to be more involved in the school and it was exciting to be able to achieve this whilst remaining mindful of the health and safety of the school community. Thank you to the tireless efforts of the UPS staff for striving to help us build back our presence and participation in school events this year!

The P&C have organised and run many exciting events and fundraisers throughout the year.

- The Easter Raffle
- Colour Explosion
- Mother's Day Stall
- Queen St Bakery Pie Drive
- Bunnings BBQ
- Flip Out Fundraiser for the Yr6 formal
- Father's Day Stall
- OnyaLife
- The Gingerbread House
- Dance2Bfit sausage sizzle and cake stall
- McDonalds Drive through fundraiser
- Spell-a-thon

We have been absolutely thrilled to see the wonderful support that our school has given to our events this year. As always, our families have been generously helping us raise funds to go toward enriching our school and our parent volunteers have been generously giving their time to help us achieve our goals. We cannot do it without your help so thank you on behalf of the school and the P&C executive team. We would like to remind our families that you are not obliged to participate in every fundraiser that we organise as a school P&C. We know that times can be tough, and we would encourage our school community to participate however they can if they wish to do so.

Thanks to the amazing support of the school community, the P&C have been able to work with the school to pay for many exciting resources and events for our students.

- Reading Eggs and School Magazine subscriptions
- Athletics Sport carnival transport and venue hire at Beaton Park
- 6 First Aid backpacks
- Trophies, awards and student rewards
- Yr 6 Farewell/formal
- Sandpit toys/ trucks
- Storage containers
- Laptop computer cables

- 25 new Ipads complete with charging stations, charging trolley and protective covers.

Thank you

Lisa

(P & C President 2022)

Message from the students

Speeches from the School Leadership Team 2022

As the school Captain, this past year has been amazing, and I have thoroughly enjoyed the opportunity of being a leader. In my position, I have led assemblies, spoken publicly in front of the students and wider school community, and been a role model for the whole school. One of our daily responsibilities was raising the flags every day and our biggest role is presenting at assemblies. Gold assemblies are special, even if we do end up with sore fingers from pinning ourselves in the process. I have helped at the orientation days for kindergarten and fundraising events such as the colour run and flip out. I encourage everyone to be a school Captain, the role has helped me become a good leader. **By Pearce**

When we first became leaders, we went to the University of Wollongong with Mrs Elston to learn about what makes a good leader. We listened to people talk about why being a school leader is important and played games where we learnt to lead and communicate clearly. We then brought our ideas back to use through the SRC. As school leaders, we work with the SRC to make Unanderra Public School a wonderful place to learn and make friends. Leadership and the SRC are important because this is how students have a voice in their school and how it runs. Every year someone suggests soft drinks in the bubblers, not sure why we haven't got that yet. Being a leader has helped me learn to work and communicate clearly with others. **By Aya**

As a leader of the school this past year has been great. Being a leader is about being a part of the wider school community. Earlier this year, we came in at night to help with the Kindy expo, then we welcomed them back at orientation day where we helped the children, and their families find their way around the school. We ran assemblies such as ANZAC Day and Remembrance Day to commemorate important events in the community. We also helped the P & C with fundraisers which included spell-a-thon and the colour run. Colour run was our favourite, when you are a leader, you get to throw colour on everyone, including the teachers. Being a leader has helped me learn about community. **By Adam**

One of the most important things about being a school captain is having responsibilities which include being a role model, touring people around the school, setting up events etc. Being School Captain has taught me how to follow the school values of being safe, respectful and most importantly responsible. One of our biggest responsibilities as School Captain is running assemblies and saying speeches to the whole school with only a moment's notice, while wearing cool blazers that is. Being a role model is very important because younger kids, for example the students in kindergarten, will look up to the older students, so we must set a nice example for the kindergartens so they can do the same. I remember looking at school captains and thinking, one day that will be me, I hope one day you will be a leader too. **By Faith**

On behalf of the school captains, I would like to thank Mrs Rajendra, the teachers, students and our parents for their support throughout our leadership journey. We wish our 2023 Captains all the best.

School vision

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

School context

Unanderra Public School is proudly located on Dharawal Country with a strong focus on aspirational goals, student well being and guiding and supporting students to interact in a safe, respectful and responsible manner. Our school changed sites in 1999 and enjoys a long and proud history stretching back over 140 years. Our current enrollment of 377 students has 16 classes, with one class being funded internally by the school. In 2022, the school had a Family Occupation and Education (FOE) index of 96.

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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>

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Literacy and Numeracy
- Assessment and Data Use

Resources allocated to this strategic direction

Low level adjustment for disability: \$170,405.67

AP Curriculum & Instruction: \$150,571.00

QTSS release: \$71,940.55

Professional learning: \$26,212.94

Summary of progress

The focus for 2022 was on identifying data trends in student achievement to inform targeted teaching to improve student learning outcomes as well as formative assessment practices to inform future directions and targeted professional learning for the staff at Unanderra Public School.

This involved analysing all data sources and triangulating data sources to ensure focus areas are validated. The newly appointed APC&I at Unanderra Public School undertook extensive data collection and collation across areas of English and maths from Kindergarten through to Year 6. The APC&I subsequently conducted an analysis of 'Morning Routine' to assess its validity and impact on student learning. A timetable was created for the APC&I to support teachers in their teaching practice in their classroom as well as weekly beginning teacher time for the 5 beginning teachers at Unanderra Public School. Curriculum reform professional learning was facilitated by the APC&I throughout Semester 2 to ensure all staff are well-equipped for the changes in the new syllabus documents K-6. Additional professional learning was conducted on monitoring individual student progress and explicitly teaching students at their point of need. To support the knowledge and capacity building of teachers in numeracy, professional learning was focused on the 'Big Ideas' in number, supported by the research of Jo Boaler and Di Siemon, delivered by the APC&I. The APC&I further identified the need for teachers to effectively use data to enhance learning opportunities.

As a result through coaching, mentoring and targeted professional learning the APC&I has ensured staff at Unanderra Public School are using data to inform planning and teaching, using explicit instruction to enhance learning opportunities and teach students at their point of need. All staff are utilising PLAN2 as a tracking, reflective and planning tool, with explicit areas of focus in both literacy and numeracy for all students K-6. The explicit numeracy focus for 2023 is 'Additive Thinking' with all staff now using the Universal Resources Hub as a rich resource to support the explicit teaching of concepts. All classes K-6 are using 'Number Talks' as a launchpad for all mathematics lessons, ensuring that student voice, choice and conversation is valued and that students are valued as a learning tool for one another. Teachers are now implementing Dylan William's 5 key strategies for effective formative assessment in their classrooms and students are now beginning to use explicit criteria to self and peer assess against success criteria. The impact of this is yet to be determined as we await NAPLAN and check-in data to be distributed. From the evaluation of 'Morning Routine' it was determined that this approach was unsuccessful and inconsistent in its delivery from class to class. There is no evidence that this had a positive impact on student results, therefore it has been replaced by explicit spelling and phonics instruction at Unanderra Public School.

Next year the focus will be continued to, as a school, determine the impact of this shift in focus which will support further improvement towards higher achievement in student learning and improvement in teaching practice. There will be an explicit numeracy focus specific to additive thinking in response to current NAPLAN and check-in data., that will be facilitated by the APC&I. We have committed to dedicated planning days that target teaching, using data to drive the focus has been made. This includes tailored teacher professional learning which has been re imagined to specific teaching goals and stage planning needs. The Formative assessment baseline data has been gathered to inform future Teacher Professional Learning and this will inform planning for the year ahead.

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>Systems Negotiated Target</p> <p>% of students achieving in top two bands in <i>reading</i> increases to 42.40% (lower bound) by 2022.</p>	<p>2022 NAPLAN data indicates 33.02% of students are in the top two skill bands for Reading indicating the school did not achieve the system negotiated target. Focus on this target has resulted in 47% of Year 3 students achieving in the top two bands with the implementation of explicit and systematic phonics instruction.</p>
<p>Systems Negotiated target</p> <p>% of students achieving in top two bands of <i>numeracy</i> increases to 33.85% (lower bound) by 2022.</p>	<p>2022 NAPLAN data indicates 18.63% of students are in the top two skill bands for Numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in the implementation of 'Big Ideas' professional learning for all teachers K-6.</p>
<p>Increasing the percentage of students achieving expected growth in reading trending positively towards the lower bound system negotiated target of 62.30%</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Increasing the percentage of students achieving expected growth in numeracy trending positively towards the lower bound system negotiated target of 61%</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Self-assessment against the School Excellence Framework in the element of Effective Classroom Practice indicates improvement in some themes from Sustaining and Growing to Excelling.</p>	<p>Self-assessment against the School Excellence Framework in the element Effective Classroom Practice shows the school currently performing at Delivering.</p>
<p>Self-assessment against the School Excellence Framework in the element of Data Skills and Use indicates improvement in some themes from Delivering to Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence Framework in the element Data Skills and Use shows the school currently performing at Delivering.</p>
<p>Self-assessment against the School Excellence Framework in the element of Assessment indicates improvement in some themes from Delivering to Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence Framework in the element Assessment shows the school currently performing at Delivering.</p>
<p>Increase the percentage of Aboriginal student achievement in Year 3 and 5 in Reading and Numeracy to be trending toward the State average.</p>	<p>The percentage of Aboriginal student achievement in the Top 2 bands in Year 3 in Reading and Numeracy is not comparable as there were no students who achieved in these bands. The state average is 13.3%.</p> <p>The percentage of Aboriginal student achievement in the Top 2 bands in Year 5 in Reading and Numeracy is 0% and 14.3% respectively indicating progress above the State average. The state average is 7.6%.</p>

Strategic Direction 2: Wellbeing, Inclusion and belonging

Purpose

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

Initiatives

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

- Positive School Culture
- Wellbeing Processes

Resources allocated to this strategic direction

Socio-economic background: \$108,267.80

Integration funding support: \$69,681.00

English language proficiency: \$31,974.75

Aboriginal background: \$32,246.63

Summary of progress

The focus for 2022 was on streamlining our Learning and Support Processes to ensure a well utilised and understood system that catered for the learning, social and emotional needs of all students K-6. The executive position 'Assistant Principal Learning and Well Being' (APL&W) was tasked with

- Reviewing the attendance procedures,
- Facilitating timely and efficient Learning and Support team meetings,
- Out of Home Care monitoring
- Liaising with Allied Health Services and the Network Facilitator,
- Integration Funding support and specific class placement applications and communicating with families and relevant stakeholders,
- Timetabling and coordinating professional learning for School Learning and Support Officers (SLSO)
- Coordinating, collecting and monitoring of the National Consistent Data Collection and students with English as an additional Language/Dialect monitoring
- Facilitating and conducting review meetings and developing and delivering professional learning for all staff of Trauma Informed Practice and 'Developing and implementing Reasonable Adjustments in the Classroom'.

This involved The Assistant Principal, Learning & Well being coordinated in partnership with the leader of the Positive Behaviour for Learning team (PBL) a review and relaunch of our whole-school Positive Behaviour for Learning framework. This included consulting with all stakeholders around our schools management of both positive and negative behaviours and the creation of an updated UPS Behaviour Support and Management Plan; this plan includes items such as the updated PBL Behaviour Flowcharts, whole school behaviour monitoring and attendance processes.

As a result the APL&W has ensured our school is well-prepared, implementing the suspension components of the NSW DoE Inclusive Education Reform this year with a full implementation of the reform for day 1, 2023. Staff from our school have participated in Professional Learning that has supported this Strategic Direction; this includes NSW DoE Trauma Informed Practice (all staff) and Basic Intensive Training (exec). As part of this Strategic Direction we have held a number of 'Yarn-Ups' this year with our Aboriginal and Torres Strait Islander families. Valuable connections have been established allowing consultation and collaboration between our school and Aboriginal and Torres Strait Islander families. Our school employed an Aboriginal Education Officer this year whom has worked with both our Aboriginal and Torres Strait Islander students and families.

Next year the focus will be embedding our refined Positive Behaviour for Learning framework and Learning and Support processes; there will be a major change of staff in 2023 so this will be of even more importance. Additionally, we have identified that we will need to engage in a more strengthened consultation process with our parental community of how UPS supports student well being and behaviour (positive & negative). Furthermore, our PBL committee schedules will remain formalised to ensure consistent analysis of behavioural data is used to determine school focus areas and information around PBL is shared regularly with our school community. The school suspension procedures will be streamlined and the follow up from suspension including the resolution process will be included and the outcomes shared in the Learning Support meeting.

Moving forward our school will amalgamate PBL with Trauma Informed teaching practices so that all staff are equipped

with the knowledge and capabilities to ensure all students are included and catered for in all learning settings. Staff will consider and the executive team will facilitate professional learning forums to more deeply understand how we can provide greater opportunities for our students to give input and advice into school operations. We intend to provide greater platforms for 'Student-Voice' across the school. Peer Support will form part of this initiative along with student representation on our PBL committee.

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>Wellbeing System Negotiated Target</p> <p>Percentage of students reporting positive well being increases to 88.1% (lower bound) - 93.1% (upper bound) by 2022.</p>	<p>Tell Them From Me data shows 79.51% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress above the system negotiated baseline of 83.60%.</p>
<p>The school actively plans for student transitions (e.g. into Kindergarten; Y6 to Y7; Y10 to Y11). The school clearly communicates its transition activities to the school community.</p>	<p>The number of students who participated in Smart Start and kindergarten orientation were reported to be more familiar with the school setting and routines. Parents and carers articulated their increased sense of belonging and comfort ability with their child transitioning from preschool to kindergarten.</p>
<p>Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. The school community celebrates regular and improved attendance</p>	<p>The number of students attending greater than 90% or more of the time is 40.05% indicating progress yet to be seen toward the lower bound target.</p>

Strategic Direction 3: Quality Systems and Practices

Purpose

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

Initiatives

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

- Systems and Processes
- Curriculum Provision

Resources allocated to this strategic direction

Summary of progress

The focus for 2022 was on was to identify current whole school customs, systems and practices and develop processes that impact on teacher performance and student achievement. Once the list of priority areas were evaluated and updated, whole school procedure documents were created on a shared drive digitally. The second area of focus was the introduction of the NSW Curriculum Reform. Staff were updated on the timeline for the new syllabus implementation, requirements and provided with the opportunity to access the self-paced professional learning available in line with the information released by NESA throughout the year.

This involved follow up teacher surveys along with community, staff and student consultation which indicated that this form of explicit whole school procedure documentation was efficient and effective. The NSW Curriculum Reform training modules were implemented for all teaching staff in 2022 and this professional learning was facilitated by the Assistant Principal Curriculum and Instruction together with the executive team. Teachers became familiar with the new syllabus through engaging in professional learning and collegial discussions to build capacity and understanding.

As a result documents such as the 'Procedure Develop and Management' now outlines the steps required for all staff to develop, implement and manage school procedures. Additionally, steps to develop, manage and implement a procedure have been developed and the UPS Procedure Review Process has been designed which includes the 'Yearly Procedures Review Checklist' for all staff to complete.. Teacher professional learning and planning days have become embedded in term planning and time was allocated to develop units of work that align with The new NSW Syllabus outcomes and reporting and assessment.

Next year the focus will be ensuring the consistent implementation of the new NSW Curriculum (K-2) and ongoing input and mentoring from the assistant Principal Curriculum and Instruction which will support further improvement towards building teacher capacity to implement the new syllabus. Teachers will continue to be led through engaging in professional learning and collegial discussions to ultimately improve student learning outcomes in Literacy and Numeracy. Teacher professional learning and planning days will include time to develop units of work that align with syllabus outcomes and reporting and assessment.

A small team of staff, across stages, will be upskilled in the integration of critical and creative thinking skills with teaching and learning programs.

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Self-assessment against the School Excellence Framework in the element of Management Practices and	Self-assessment against the School Excellence Framework in the element Management Practices and Processes shows the school currently performing at Sustaining and Growing.

Processes indicates improvement in some themes from Sustaining and Growing to Excelling.	
100% of K-6 teachers will engage in PL on implementing the new syllabus documents.	All teaching staff engaged in the NESAs online modules for English and mathematics through staff TPL sessions with the APC&I leading and supporting a deeper understanding of the new K-2 syllabus documents and subsequent teaching practice changes in terms of evidence informed instruction.
An increase of teaching and learning programs will have evidence of ongoing implementation for critical and creative thinking skills.	Due to the delay in IPMs for this progress measure, internal data indicates teaching and learning programs have a limited increase in explicit evidence of ongoing implementation for critical and creative thinking skills. The leadership team continues to actively supporting change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored, however the delay in this focus area means minimal sharing of progress with critical and creative thinking implementation.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$69,681.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Unanderra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Wellbeing Processes <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 to build teacher capacity around [behaviour intervention/ curriculum adjustments] • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <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 closely monitored, reviewed and responsive to student learning needs and progress ensuring eligible students receive tailored and targeted learning and support within their own classrooms</p> <p>After evaluation, the next steps to support our students will be: to continue to incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically cater to each student's support needs.</p>
<p>Socio-economic background</p> <p>\$108,267.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Unanderra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Positive School Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • professional development of staff through Peer Support Program to support student learning • 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: leaders supporting and mentoring teachers in effective research-based strategies to support student learning across the school. The continuation of a Learning and Well being Coordinator through the provision of above establishment Assistant Principal contributed to a harmonious and effective learning environment that supports the individual social, emotional and learning needs of each student, as well as upskilling teaching and non teaching staff to develop their understanding of positive behaviour strategies to engage all students, recognising individual needs.</p> <p>After evaluation, the next steps to support our students will be: professional learning directly applied to the classroom to address and improve teacher practice and student outcomes in literacy and numeracy. Further work in the the development of positive student engagement and well-being strategies will be supported through a continuation of the Learning and Well being Coordinator role.</p>

<p>Aboriginal background</p> <p>\$32,246.63</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Unanderra Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Wellbeing Processes <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 deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Aboriginal partnerships being collaborative, inclusive and supportive for Aboriginal students with evaluation and refinement of intervention strategies undertaken to ensure they were sustainable and showed improvement in student achievement.</p> <p>After evaluation, the next steps to support our students will be: further evaluation of the effectiveness of support for Aboriginal students using the resource Turning Policy into Action and targeted literacy and numeracy support for Aboriginal students with the development of individualised learning goals that set high aspirations for students, with ongoing review.</p>
<p>English language proficiency</p> <p>\$31,974.75</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Unanderra Public School.</p> <p>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"> • Wellbeing Processes <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 • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples and student progress showing high growth on the EAL/D learning progressions, with students achieving expected or above expected growth.</p> <p>After evaluation, the next steps to support our students will be: to capitalise on teacher confidence and their capacity to design integrated units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co planning.</p>
<p>Professional learning</p> <p>\$26,212.94</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Unanderra Public School.</p>

<p>Professional learning</p> <p>\$26,212.94</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"> • Assessment and Data Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: has increased the capacity of all teachers to embed effective practices in the explicit teaching of writing and reading resulting in improved internal student results. Teachers are delivering differentiated teaching programs with targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning and students more confident to take learning risks.</p> <p>After evaluation, the next steps to support our students will be: Ongoing personalised and targeted professional learning in the form of continuous mentoring and co teaching utilising the expertise of the Assistant Principal Curriculum and Instruction.</p>
<p>QTSS release</p> <p>\$71,940.55</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Unanderra 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"> • Assessment and Data Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • 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 staff confidence and teaching practice with teachers embedding evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: ensuring the leadership team lead improvement in areas where teachers require further support, including beginning teachers, such as literacy or numeracy. Teachers will be supported to trial innovative or evidence based, future-focused practices.</p>
<p>COVID ILSP</p> <p>\$143,181.00</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"> • releasing staff to analyse school and student data to identify students for small group tuition groups and engage in processes to monitor progress of

<p>COVID ILSP</p> <p>\$143,181.00</p>	<p>student groups.</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy and numeracy - Phonics and number <p>The allocation of this funding has resulted in the following impact: Learning and Support teachers were aligned to a specific stage of students across the school. Programs were developed based on student data that included assessment results from PAT and NAPLAN and Check in assessments for stage 2 and 3. Learning and Support teams met fortnightly to follow up targeted students and input gathered from class teachers was ongoing so that necessary modifications could be implemented in a timely manner. L&S teachers also attended stage meetings to provide feedback and recommendations to support students to reach learning intentions. Learning and support teachers conducted mini lessons to focus on specific literacy and numeracy skills. Students were tracked and their progress was reviewed every five weeks. This information was regularly disseminated to both class teachers and parents/carers to provide support and plan for future teaching and learning goals to fill in learning gaps.</p> <p>After evaluation, the next steps to support our students will be: PLAN 2 data will continue to be collected and used to inform specific teaching and learning strategies and targets for identified students. L&S teachers will attend professional learning to support the implementation of literacy and numeracy across K-6 for targeted students. Using a triangulated model of assessments to understand the individual needs of students, groups will be formed and implementation of mini lessons will be three times per week. Due to the specific nature of the lessons student groups will be withdrawn at appropriate times throughout the day/week. L&S teachers will provide feedback and input data into PLAN 2 and students will be maintained on the program to ensure progress is made. Mini- Lit assessments have also been done on students identified as experiencing significant literacy challenges. Parents are consulted and these students are also discussed and referred to the Learning and Support team. Additionally students falling well below grade expectation will immediately be referred and individual learning programs will be developed.</p>
<p>Low level adjustment for disability</p> <p>\$170,405.67</p>	<p>Low level adjustment for disability equity loading provides support for students at Unanderra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Literacy and Numeracy <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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: programs relevant to student needs, explicitly building deep levels of thinking and application. Teachers collaboratively planned evidence-based teaching practices, providing explicit, challenging, differentiated and authentic learning experiences with a strong foundation in literacy and numeracy</p> <p>After evaluation, the next steps to support our students will be: teachers regularly reviewing and refining learning programs following implementation and in line with new curriculum changes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	189	192	187	180
Girls	180	179	187	198

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.2	95.8	94.0	89.0
1	93.3	96.0	93.3	87.9
2	92.1	92.7	91.9	86.0
3	93.0	94.4	92.3	87.5
4	93.3	94.1	91.5	83.5
5	92.9	94.2	89.6	84.5
6	90.7	93.5	89.9	85.7
All Years	92.8	94.4	91.9	86.2
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)	4
Classroom Teacher(s)	14.86
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	3.19

*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	345,844
Revenue	4,223,182
Appropriation	4,105,939
Sale of Goods and Services	2,499
Grants and contributions	111,920
Investment income	2,237
Other revenue	586
Expenses	-4,084,227
Employee related	-3,654,968
Operating expenses	-429,259
Surplus / deficit for the year	138,955
Closing Balance	484,799

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	69,681
Equity Total	342,895
Equity - Aboriginal	32,247
Equity - Socio-economic	108,268
Equity - Language	31,975
Equity - Disability	170,406
Base Total	2,774,881
Base - Per Capita	94,502
Base - Location	0
Base - Other	2,680,379
Other Total	447,367
Grand Total	3,634,824

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 its community. This year our school sought feedback through the NSW DoE Tell Them from Me. An analysis of the findings from the Partners in Learning: Parent Survey include;

- * Parents Feel Welcome- UPS 6.9 / NSW DoE- 7.4
- * Parents are Informed- UPS- 5.6 / NSW DoE-6.6
- * School Supports Learning- UPS-7.4/ NSW DoE -7.5
- * School Supports Positive Behaviour- UPS- 7.4 / NSW DoE- 7.7
- * Safety at School- UPS- 7.3 / NSW DoE- 7.4
- * Inclusive School- UPS- 6.8 / NSW DoE- 6.7

Responses from the Tell Them from Me open-ended question regarding strengths of UPS survey include;

1. Great Teachers, Beautiful Grounds
2. The teachers are phenomenal and the facilities are wonderful.
3. Very approachable principal. Great Admin staff. Committed teacher who listened when I explained my child to him and acted on the information.
4. I love how much they learn about Aboriginal culture.
5. It's a welcoming environment. Most of the teachers are lovely and are so passionate to help the kids learn. They always have so much time for the children. They all really care for the kids and make bonds with them.
6. Some amazing teachers. Clean and friendly environment.
7. Lots of extra curricular activities available to extend the students and give them valuable opportunities.
8. Teachers are always willing to speak to parents about any concerns they may have.
9. Great library and focus on science.
10. Teachers will do anything they can to help the students.
11. The teachers are all so decent and kind-they're always happy and professional, even in adverse weather events, other unexpected events through COVID lock downs. The school has exceeded my expectations. We value the purity and safety and happiness of our children above all... I feel this school shares these values.
12. The grounds are peaceful and large and great for running around/sport activities.

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.