

Tuggerah Public School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Tuggerah 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 school 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.

Ms Jennifer Harrison

Principal

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Message from the Principal

The 2018 school year has been one of tremendous achievements across the school community. I am so proud to be a part of this wonderful learning community comprised of amazing students, supportive parents, committed staff and wonderful volunteers.

I would like to thank all in our community for their ongoing support of Tuggerah Public School. I would like to acknowledge the school's administration team, the school's Executive team, the teaching and support staff and the P&C for their continued efforts at Tuggerah Public School. Our students are our shining stars and deserve to be congratulated on all their achievements, including academic, sporting and personal achievements.

I certify that the information contained in this report is accurate and is the result of a rigorous self-evaluation assessment, combined with a comprehensive External Validation process. This annual report is balanced, genuine and honest in its summation of 2018's policies, procedures, expenditures and initiatives at Tuggerah Public School.

Regards,

Ms Jennifer Harrison

School background

School vision statement

Tuggerah Public School is committed to providing a quality learning environment that fosters respectful and successful learners, confident and creative individuals and responsible and informed global citizens.

School context

Tuggerah Public School was established in 1892 and has a long and rich heritage. Development of housing estates from the 1990s resulted in rapid enrolment growth and the construction of new facilities in 2000. The school pays respect and acknowledges that it is on Darkinjung land. Tuggerah Public School is a member of the Wyong Local Management Group and the Darkinjung Aboriginal Education Consultative Group (AECG) and actively engages with the local community to promote education, cultural awareness and student wellbeing for its students. The school provides an inclusive curriculum catering for varied learning styles and abilities. There are currently 20 classes operating K–6 with 9.2% of students acknowledging Aboriginality, 13.4% of students as Language Background Other Than English, 3% English as a Second Language and 28% of students having a diagnosed or undiagnosed disability according to the National Consistent Collection of Data (NCCD). The growing multicultural demographic is supported through weekly ESL support and targeted support is provided to Aboriginal students as well as an inspirational Learning and Support Team and differentiated initiatives to support our Special Needs Children.

Tuggerah Public School is a KidsMatter school and this entails a flexible, whole school approach to improving students' mental health and wellbeing.

Key Initiatives at Tuggerah Public School include: Language, Learning and Literacy (L3), Focus on Reading, Premiers Reading Challenge, University Competitions (ICAC), Spelling Bee, Children's University in Partnership with Newcastle University, Schools Spectacular, Djembe Drumming, Bucket Drumming, Boys and Girls Dance Troupes, Choirs, Drama and Debating, Enrichment and open-plan classes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated Tuggerah Public Schools performance across a number of areas and initiatives. The following is the executive summary provided as part of this process.

Over the last three years there has been a considerable change in staff and systems, including my appointment as Principal, entering on duty at Tuggerah Public School in 2016. We have had significant change in staffing due to a number of teachers retiring and also some of our long term temporary teachers being successful in the merit selection process and gaining permanent positions in other schools. As a result of distributive leadership opportunities, we have supported a number of staff in gaining leadership positions.

A focus has been on establishing explicit priorities and processes. The implementation of new initiatives and systems change has resulted in the smooth running of the school focusing on high expectations and quality teaching and learning.

The School Leadership and External Validation Team consisted of executive staff members and aspiring leaders, who have engaged in an extensive self-assessment process against the School Excellence Framework (SEF). This framework gives the school a clear description which determines improvement goals and measures and celebrates success. As part of the External Validation process, the Leadership Team collated, analysed and reflected on a range of evidence to make their judgement across all elements of the SEF. Both qualitative and quantitative data was collected from school and system levels.

External Validation and the School Excellence Framework has supported our school in the pursuit of excellence by providing an explicit description of high quality practice across the three domains: **Learning, Teaching and Leading**.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

The results of the process indicated that in the School Excellence Framework the school's on balanced judgement for the domain of **Learning** was overall at **Sustaining and Growing**.

In the element of **Learning Culture** we have an intense focus on **high expectations** and there is a demonstrated commitment within the school community that all students make learning progress. We have introduced two enrichment classes and also allocated learning and support to enrich and engage the middle and our more capable students. Traditionally, learning and support has always focused on the students in the lower bands. The new model of distributive support is already showing promising results and growth is well represented across all sectors of student learning as identified in **growth data**.

Transitions and continuity of learning and attendance is of high importance. In order to build strong collaborations and optimise smooth transitions and enrolments, we have recently moved the Kindergarten Transition program to much earlier in the year to ensure better communication, greater involvement, increased information dissemination and a deeper understanding of our new clients' background and needs. This has resulted in positive feedback, open communication, minimised anxiety about starting school and access to timely early intervention if required. High school transition programs include our students joining with our local high school in events such as Education Week, STEM Challenge Days as well as regular school visits. Identified students have specific targeted programs to ensure a successful transition from one setting to another.

The element of **Wellbeing** is a pivotal area in our system, in which we are **Excelling**. To meet these ever increasing needs, we have a planned approach to wellbeing and have introduced a social emotional focus based on KidsMatter and refined our matrix of behaviour. We have introduced stage boy/girl Year advisors, therefore students are able to identify a staff member to whom they can turn to for assistance/advice.

We include all of our school community in our students' learning and conduct goal setting evenings and student led conferences. We have strong partnerships with our parents and we have implemented evidence based programs to review **individual student learning needs**. This includes the purchase of specific resources both human and material.

Expectations of **behaviour** have been co-constructed with students, staff and community and are explicitly and consistently applied across the school.

In the element of **Curriculum** our focus has been on **engaging** and stimulating students' interests and talents. All staff **differentiate** the curriculum to meet the needs, interests and learning styles of their students. Active, real life learning and **curriculum provision** is undertaken as well as explicit instruction to cater for all students at their point of need.

Over the last three years in the element of **Assessment and Reporting**, we have been developing our skills of **formative assessment**, Assessment for and of Learning. Staff are now making in-depth observations and professional judgements to inform their teaching. Student **reports** contain personalised information about their learning. Parents receive online student reports and participate in Student Led Conferences which presents them with clear information on their children's learning. The school solicits **feedback** on its reporting processes and responses have been overwhelmingly positive.

In the element of **Student Performance Measures**, the school has deemed itself as sitting at **Delivering**. In some aspects, the school has achieved above delivering however, our on balanced judgement is **Delivering**. The School's Value Add trend data is positive with Years 3-5 at **Excelling** and K-3 at **Delivering**. We have 43.6% of students in the top two bands in Year 3 reading, 69.4% in writing and 31.9% in Numeracy. We have 34.9% of students in the top two bands in Year 5 Reading, but only 23.8% in Numeracy and 19.1% in Writing as per the 2017 **NAPLAN** data. However, State has only 18.1% in the top two bands Year 5 Writing and 22.5% in Numeracy so whilst not hitting the 35% mark we are close to, if not, in front of State.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

The results of the process indicated that in the School Excellence Framework the school's on balanced judgement for the domain of **Teaching** was deemed **Sustaining and Growing**.

In the element of **Effective Classroom Practice**, we concluded we were at **Sustaining and Growing**. Teachers collaborate across all stages and engage in a **mentoring** process. Teaching and learning programs are regularly reviewed and there are systems in place to ensure consistency in curriculum delivery and content is aligned to the syllabus. A school wide approach to effective and positive **classroom management** is evident and support is provided to teachers where needed, ensuring optimum learning.

In the element of **Data Skills and Use**, we deemed we were at **Delivering**. Teachers access and engage in **professional learning** that builds skills in **data analysis**. Assessments are utilised to identify skill gaps for areas of improvement or extension.

In the element of **Professional Standards**, we deemed we were at **Sustaining and Growing**. All staff have well developed **PDPs** and a coordinated **whole school approach to research based professional practice** is evident. The school builds the capacity of teachers and community members with particular expertise to improve student learning outcomes.

In the element of **Learning and Development**, we deemed we were at **Sustaining and Growing**. We undertake **formal mentoring** and coaching to improve classroom practice and develop leaders. We have a whole school approach to **Professional Learning** to improve school practice. A focus has been on Future Focused Learning and staff expertise is identified and this is shared to promote new learning. We have implemented interest clubs, movie making, Stop Motion, active learning and robotics.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

The results of the process indicated that in the School Excellence Framework the school's on balanced judgement for the domain of **Leading** was **Sustaining and Growing**.

In the element of **Educational Leadership**, we deemed we were at **Sustaining and Growing**. Regular **feedback is sought from students, staff and the community** on how the school is performing. The Tell Them From Me and other in-school surveys are implemented to garner feedback and future directions. We have had many **successful teachers achieving higher merit positions** and have one teacher, not only working toward the Highly Accomplished level of Accreditation but being successful with an AP position. Another two APs who identified their aspirations for higher duties both being successful in obtaining DP positions. Another AP was successful in obtaining a Principal position. A classroom teacher was seconded by L3 to become an L3 trainer, higher duties as an AP for 12 months, 2 days per week overseeing 10 schools.

In the element of **School Planning, Reporting and Implementation**, we deemed that we were at **Sustaining and Growing**. All staff understand the role they play to achieve the goals identified in the current **Tuggerah Public School Plan**. The school regularly communicates with the school community via newsletters, website, Skoolbag app, Facebook and through P & C meetings. The Annual Report outlines the year's achievements.

In the element of **School Resources**, we deemed that we were at **Sustaining and Growing**. **Physical spaces** are used flexibly to meet a broad range of student learning interests and needs and with time additional classrooms will be resourced. **Technology** supports all learning and we have a combination of BYOD and school devices accessible to all students as well as Future Focused technology. We have a **budget committee** who employ **strategic financial management processes** to gain efficiencies and to maximise resources available to implement the school plan.

The Leadership Team deploys our non-teaching staff to make the best use of available expertise to meet the needs of students by having these staff trained and running explicit programs such as MiniLit, MacqLit, Speech and QuickSmart.

There is strategic use of QTSS and Integration **funding** to support students to reach high levels of academic performance. The management of the RFF and the LaST, EAL/D and Equity funding **maximises the impact across the school**.

Our self-assessment and the external validation process will assist the school to refine our school 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/sef-evidence-guide>

Strategic Direction 1

Active Citizens

Purpose

To ensure student centred learning that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners, who are confident and creative individuals, empowered to be successful emotionally, physically, socially and academically.

Learning – Learning Culture, Wellbeing, Curriculum, Reporting

Teaching – Effective Classroom Practice, Professional Standards, Data Skills and Use

Leading – Educational Leadership, School Resources, Management Practices and Processes.

Overall summary of progress

We are continuing to build on Professional learning around Assessment For Learning, Assessment As Learning and Assessment of Learning as tools for planning and programming and for teaching to point of need.

Writing has been a major focus to increase and enhance students and staff knowledge and skills in the process for writing tasks and the explicit teaching of the '7 Steps of Writing' process is now embedded .

Data has also been a continued focus with PLAN . This was a regular occurrence to ensure deep understanding of students' progress along these developmental continuums. In 2018, we have experimented with learning progressions, in order to introduce staff to this new form of assessment tracking.

21st century Learning is a continued focus and we have introduced Robotics, Active Learning, Future-focused learning and flexible furniture to ensure our students are independent learners and critical thinkers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive growth K–7 in Value Added NAPLAN. Working from current levels of Delivering K–3, Excelling 3–5 and Working Towards 5–7 to improved performance.	\$457747 RAM Funding (Integrated Funding Support)	2018 results indicate: K–3 Sustaining and Growing (increased from 2017); 3–5 Delivering (decreased from 2017); 5–7 Working Towards (however, trend is on the increase). NB: different scale due to change in software from SMART to SCOUT.
The percentage of students achieving expected growth increases in Year 5 from 65% to 70% in Reading and from 58% to 65% in Numeracy (Baseline 2017 NAPLAN), while maintaining a Value Add of Excelling.	\$457747 RAM Funding (Integrated Funding Support) \$15000 Quick Smart \$6000 Mini and Macq Lit \$2000 Yark Assessment	2018 results indicate: Reading: 58.5% average scaled growth school, 64.9% average scaled growth state (decrease from 2017); Numeracy: 31.7% average scaled growth school, 60.2% average scaled growth state (decrease from 2017); NB: different scale due to change in software from SMART to SCOUT.
The "Students who are Interested and Motivated" aspect of the Tell	N/A	2018 TTFM survey:

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Them From Me (TTFM) Student Survey meets the NSW Govt Norm (Baseline 59% School, 78% State).		School 65%, State 78%. Above school baseline of 2017.

Next Steps

Strategic Direction 1 in the 2018–2020 School Plan focuses on students as Active Citizens. We aim to ensure student centred learning that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners who are confident, creative individuals, empowered to be successful emotionally, physically, socially and academically. Student Wellbeing, Creative and Critical Thinking and explicit teaching and learning within the classroom and the wider school will be our focus. This will include a prescriptive scope and sequence for writing, grammar, spelling and numeracy.

Strategic Direction 2

Engaging Environment

Purpose

To create a stimulating and engaging environment underpinned by high expectations, growth mindset and innovative teaching practices based on research to accelerate learning within a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Learning – Curriculum, Assessment, Reporting, Student Performance Measures, Learning Culture

Teaching – Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development

Leading – School Planning, Reporting and Implementation, School Resources

Overall summary of progress

In 2018, we continued to build on Strong Start Great Teachers (SSGT) including a strong focus on Reflective Practice, mentoring and Quality Teaching rounds. FoR is a continued focus at Tuggerah Public School, along with the Quality Teaching framework, modelled, guided and independent teaching and learning activities. These are underpinned by learning intentions and student goals, which are created in consultation with parents and carers. The L3 initiative is now solely implemented in Kindergarten to support Best Start and PLAN. This program is supported by a L3 trainer, whose primary position is as a Kindergarten teacher at Tuggerah Public School.

Strategic questioning, Higher Order Thinking (HOT) vs Lower Order Thinking (LOT) and Newman's Error Analysis (NEA) are embedded in all teacher collaboration and teaching and learning. More student direction and choices with Inquiry Based learning, balanced with explicit whole class instruction, is a continued focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students in the top 2 bands in Reading from 32% Year 3 and 24% Year 5 by 12% and in Numeracy from 31% Year 3 and 24% Year 5 by 12%.	\$23000 LaST support	2018 Year 3 results: Reading – 39.5% Numeracy – 36% 2018 Year 5 results: Reading – 20.3% Numeracy – 15.8% NB: different scale due to change in software from SMART to SCOUT.
Increase the percentage of Aboriginal students from a baseline average over three years, 2015 to 2017, of 20.14% in the top two bands as shown in SCOUT by the Premiers Targets of an increase of 30% by 2020.	\$454747 RAM funding (Integrated Funding Support) \$23000 LaST support \$23000 L3 \$23000 Higher Duties Aboriginal Welfare \$5000 RAM Funding (Aboriginal Background Equity Funding) – teacher release	2018 Year 3 results: Reading – 22.2% Numeracy – 44.4% 2018 Year 5 results: Unable to report due to low numbers. This creates inaccurate data. NB: different scale due to change in software from SMART to SCOUT.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of Aboriginal students from a baseline average over three years, 2015 to 2017, of 20.14% in the top two bands as shown in SCOUT by the Premiers Targets of an increase of 30% by 2020.	\$5000 RAM Funding (Aboriginal Background Equity Funding) – PLP meetings	2018 Year 3 results: Reading – 22.2% Numeracy – 44.4% 2018 Year 5 results: Unable to report due to low numbers. This creates inaccurate data. NB: different scale due to change in software from SMART to SCOUT.
Increase the percentage of students in Year 3 writing from 7% to 10% in the top two bands. Increase the percentage of students in Year 5 writing from 10.9% to 15% in the top two bands.	\$454747 RAM funding (Integrated Funding Support) \$23000 LaST support \$23000 L3	2018 Year 3 results: Writing – 40.7% (declined from 2017) 2018 Year 5 results: Writing – 10.9% (decreased from 2017) NB: different scale due to change in software from SMART to SCOUT.

Next Steps

Strategic Direction 2 in the 2018–2020 School Plan will continue to focus on stimulating and engaging environments, underpinned by growth mindset and innovative teaching practices. Investigations into the Advancement via Individual Determination (AVID) program for 2019 will commence with the aim of increasing our 'value add' in line with our local partner school. This will be introduced in a phased, structured and supported manner.

Enrichment classes to continue in 2019, with an open classroom trial in line with the Department of Education's directions. Based on evidence and detailed research, Maths streamed groups will be dissolved and differentiation will take place in the regular classrooms. This will be supplemented with a new scope and sequence and the introduction of a 'fast facts' program.

In 2019, we will employ a technology teacher to work collaboratively, support and mentor classroom teachers and students in advance technology, in line with futures education. We will also employ a student welfare officer, under the Chaplaincy program, to assist in catering to the diverse needs of our school and community.

Strategic Direction 3

Whole School Leadership

Purpose

To develop visionary leadership from all stakeholders, where distributive leadership and positive community involvement impact on the growth and success of all.

Learning – Wellbeing, Curriculum, Assessment, Reporting

Teaching – Professional Standards, Learning and Development,

Leading – Educational Leadership, School Planning, Reporting and Implementation, School resources, Management Practices and Processes

Overall summary of progress

We have continued a focus on communication with the P&C and wider community and have continual involvement, consultation and communication with our partner High School in a variety of forms. In 2018, we expanded on initial communication methods. We now have eight forms of communication to keep our community informed and involved. We continued a Middle Years/Transition STEM Initiative in 2018 which was highly successful. We continue to use the High School students for our carnivals to promote goodwill and involvement and have joined in partnership with the High School to increase parent awareness of the quality of Wyong High School utilising 'taster days'. We continue to have a strong sense of purpose and commitment in all LMG initiatives and a continued involvement in the Ngara AECG embedding this partnership into school life.

2018 saw the active promotion of staff both within the school and externally, in a temporary capacity, as well as successful in merit selection opportunities. Staff actively pursued leadership opportunities across the LMG in coordinating and leading initiatives in STEM, transition and sport. Student leadership opportunities continued through a variety of methods including attending the GRIP conference, Parliament, Playground Mentors as well as a number of other programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The "Students with a Positive Sense of Belonging" aspect of the TTFM student survey meets NSW Govt Norm (Baseline 2017 70% School to 87% State)	\$5000 Student Emergency Funds \$25700 Sensory items and Sue Larkey Resources \$454747 Integrated Funding – SLSOs	2018 TTFM results: 77% school, 81% state
The " Collaboration" aspect of the Eight Drivers of Student Learning in the TTFM teacher survey increases its lead from the NSW Govt Norm (Baseline 8.0 School and 7.8 State)	\$20000 Collaboration days (Equity funding)	2018 TTFM results: 7.9 school, 7.8 state
Increase the number of families who attend meetings or social functions to more than three time per year. (Baseline TTFM Parent Survey 28/64 respondents, from a possible 380 families)	\$5000 PLPs (Equity funding) \$5000 ILPs (Equity funding) \$10000 resources (Equity funding) \$1000 SKoolbag app (Equity funding)	2018 TTFM Results: 31 of 96 respondents (decreased from 45 in 2017)

Next Steps

Strategic Direction 3 in the 2018–2020 School Plan focuses on developing visionary leadership from all stakeholders, where distributive leadership and positive community involvement impact on the growth and success of all. Students, staff and parents and carers will be our focus.

In 2019, we will introduce academic, social and emotional committees to guide the directions of the school. This builds on our 2017/18 training of staff leadership in committee areas. Staff will be offered opportunities in the 'Path 2 Leadership' program in order to further personal and professional goals. Opportunities will be offered to staff to attend the Women In Educational Leadership (WIEL) dinners throughout the year. Student leadership will be revamped and more opportunities for student voice will be provided. Tuggerah Public School Executive and staff will continue the positive partnership with our P&C, supporting their community initiatives and leadership opportunities.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$40392 Aboriginal Background Equity Loading received \$11429 Aboriginal Welfare Higher Duties \$7350 PL and conference \$3000 Bush Tucker Garden \$5500 Aboriginal Education teacher \$2500 NAIDOC week \$2500 Didgeridoo project \$5000 PLP meetings \$3500 Ngara CA Projects • Aboriginal background loading (\$500.00)	<p>All Aboriginal students have a PLP in place and have made progress towards educational, cultural, and social outcomes. Parents, students and staff were actively engaged with this process. Our Aboriginal education teacher was employed for three days to facilitate these PLP meetings.</p> <p>All staff incorporate 8–Ways teaching strategies into unit development which has resulted in greater engagement in learning through more flexible learning options.</p> <p>Significant cultural events are celebrated in partnership with Aboriginal and EAL/D students and their families, ensuring inclusivity for all students.</p> <p>Collaborative partnerships with the local AECG and Aboriginal families are strengthened through the PLP process, ensuring Tuggerah Public School and their stakeholders are represented in these forums.</p>
English language proficiency	\$37402 English Language Proficiency Equity Funding received \$37402 Staffing	<p>EAL/D allocation 0.2 and NAP allocation 0.2.</p> <p>Significant cultural events are celebrated in partnership with Aboriginal and EAL/D students and their families, ensuring inclusivity and understanding for all students. Staff realise the importance of making links with EAL/D students and their families to develop their cultural connectedness and recognise how this partnership will improve student learning outcomes, ensuring a deep understanding of a variety of cultures from Tuggerah Public School.</p>
Low level adjustment for disability	\$43734 Low level adjustment for disability equity funding received \$2000 Yark assessment \$4000 Decodable readers \$7000 Chaplain \$5000 Student Emergency Funds \$25700 Sensory items, Sue Larkey resources	<p>Teaching and learning programs were differentiated for individual student learning needs to ensure students were confidently and successfully meeting appropriate outcomes matched to their learning potential, that is, ensuring students equitable access to the curriculum.</p>
Quality Teaching, Successful Students (QTSS)	\$90058 QTSS Release funding received \$90058 Staffing – staff member employed to mentor, team teach, relieve teachers for observations. QTSS explicitly timetabled in	<p>Excellent program instigated for the first year. 2019 will see more of a 'Lesson Study' focus rather than just 'observations'.</p> <p>School leaders recognise the significance of providing strong and effective leadership to support the professional development of staff as they aim to improve teacher quality and teacher learning outcomes.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$90058 QTSS Release funding received</p> <p>\$90058 Staffing – staff member employed to mentor, team teach, relieve teachers for observations. QTSS explicitly timetabled in</p>	<p>Staff felt supported in developing strategies within classrooms and across stages to address the learning needs of all students. This additional support, allowed students to respond with greater engagement in literacy and numeracy activities</p>
<p>Socio–economic background</p>	<p>\$105475 Socio–economic Background Equity Funding received</p> <p>\$10000 Robotics</p> <p>\$6000 Clubs</p> <p>\$7000 Chaplaincy</p> <p>\$1000 Games room – Games board</p> <p>\$20000 Collaborative planning</p> <p>\$12000 Technology</p> <p>\$4000 Transitions</p> <p>\$2500 Teacher release for new Science unit preparation</p> <p>\$5000 Education Week</p> <p>\$5000 School Spectacular preparation</p> <p>\$15000 Additional day SAO employment</p> <p>\$5000 Maths resources</p> <p>\$6430 Impromation</p> <p>\$6000 Interactive panel</p>	<p>These collaborative planning days are vital to teacher and student learning. 2019 will be more difficult as numbers have decreased and these funds will need to go towards a CRT.</p> <p>Improved student outcomes and engagement in extra–curricular activities as measured by student participation rates and reported in Semesters 1 and 2.</p> <p>Community partnerships strengthened and enriched with an increase in the number of parents responding to school surveys.</p> <p>Resources purchased to enhance teaching and learning programs in Science, Technology, Mathematics and Creative and Performing Arts.</p>
<p>Support for beginning teachers</p>	<p>\$25563 BTF received</p> <p>\$10000 additional school funds to supplement program</p> <p>\$10000 Planning Days</p> <p>\$10000 Additional RFF</p> <p>\$5000 Mentor days</p>	<p>Excellent resource to assist with the mentoring of beginning teachers.</p> <p>Four beginning teachers received structured support with an experienced mentor. This ensured the delivery of high standards of curriculum to meet the needs of students, including differentiated programs.</p> <p>Beginning teachers also used their Beginning Teacher Funds to attend additional TPL opportunities, purchase resources for their classrooms and use additional time to support and reduce their teaching load. As a result, all four beginning teachers were provided with thorough professional learning and support, allowing them to take on their full time roles with the confidence and skills necessary to perform their duties.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	275	284	272	272
Girls	229	227	235	231

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.6	95.1	94.5	94.2
1	94.6	94.4	94.8	92.5
2	93.5	94.4	92.6	93.4
3	95	94.6	93	92
4	94.5	94.6	92.7	92.4
5	94.6	94	93.1	92.1
6	91.6	92.2	92.5	93.3
All Years	94	94.3	93.3	92.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Management of non-attendance

Classroom teachers, the Deputy Principal and the attendance officer vigorously monitor and report on attendance trends and issues. Staff take daily attendance roles using STARS software and follow up with parents regarding absence explanations. Unexplained and unjustified absences are recorded on STARS and parents are contacted. Notification to the Home School Liaison Program (HSLO) occurs when principals and teachers are unable to resolve individual cases of unsatisfactory attendance. This referral may be based on any one incidence of unsatisfactory attendance, long-term absence or patterns of recurring

short-term absences. Tuggerah Public School adhere to the following principles and procedures regarding attendance:

- The most effective means for restoring and maintaining regular school attendance includes attendance monitoring practices and regular follow-up of unexplained absences by contacting parents following an absence.
- Resolution of school attendance difficulties may require a meeting with the parents, a referral to the school's learning and Support Team and/or a development of an improvement plan.
- Tuggerah Public School also implements Attendance Certificates to be awarded at the end of each Semester.
- Our assemblies have been moved from straight after lunch to 2.15pm till home time, in order to reduce the large amount of parents who would take their children home after assembly concluded.
- If a range of school based interventions has been unsuccessful in resolving attendance difficulties, the Principal requests support by making an application to the HSLO.
- Unfortunately, a trend still exists that if Tuggerah Public School holds an activity at school that parents or carers are invited to, many parents will absent children after the event has finished, instead of leaving their child at school for the remainder of the day. This is recorded as an 'unjustified' absence.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.51
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	3.96

*Full Time Equivalent

In 2018, Tuggerah Public School had 11.1% of teachers who identify as being of Aboriginal decent.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	16

Professional learning and teacher accreditation

All staff are provided with opportunities to engage in Professional Learning (PL) throughout the year as outlined in their Performance and Development Plan (PDP) and the School's Strategic Directions. New syllabus implementation and DoE agenda reform continue to be at the fore front of professional learning.

Staff development days and staff meetings have encompassed building knowledge and skills in the areas of Social and Emotional Learning, KidsMatter, Bounce Back, new syllabus implementation, differentiation of the curriculum, Visible Learning, Formal Assessment, Literacy and Numeracy Continuums, 7 Steps of Writing and Focus on Reading. Other professional learning which is embedded at Tuggerah Public School is Future Focused Pedagogies, L3, TEN, Quick Smart, Autism training, Behaviour Management training, Mini and Macq Lit and Kagan Cooperative Learning Strategies.

Individual staff members pursued professional learning in a number of areas, including:

- Strategies and skills for students with hearing difficulties;
- Dyslexia training;
- STEM programs;
- Seasons for Growth;
- Minecraft;
- Meet Manager;
- Quicksmart;
- Green screen training;
- L3;
- My PL Goals software;
- Install Reflector;
- Progressions;
- Aspiring Leadership;
- Library training;
- KOIOS training;
- Best Start training;
- Musica Viva; and
- Executive and Principal conferences.

Staff at Tuggerah Public School are committed to participating in all PL opportunities available to enhance students learning. 98% of teaching staff participated throughout 2018 in afternoon PL sessions, Staff Development Days (SDD) and stage meetings. PL at Tuggerah Public School is supported with the use of RAM funds and the Equity Loadings. The total expenditure for PL in 2018 was \$27392, with an average expenditure of \$1080 for each individual staff member, not including Beginning Teachers. Beginning Teachers are supported through Beginning Teacher Funds (BTF) and are provided with a reduced teaching load and a mentor.

Tuggerah Public School has seven Teachers who are working towards Proficient and twenty teachers who are maintaining accreditation at Proficiency. In 2018, we had no teachers seeking accreditation at a Highly Accomplished or Leadership level.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	396,122
Revenue	4,788,130
Appropriation	4,489,365
Sale of Goods and Services	22,730
Grants and Contributions	253,088
Gain and Loss	0
Other Revenue	15,732
Investment Income	7,215
Expenses	-4,563,890
Recurrent Expenses	-4,563,890
Employee Related	-4,028,611
Operating Expenses	-535,279
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	224,240
Balance Carried Forward	620,362

The school has a finance committee comprised of the Principal, Deputy Principal, the School Administration Manager and any other interested parties. The committee meets on a regular basis to ensure all accounting and administrative procedures are being carried out with integrity, accuracy and in-line with the Department of Education's policies and procedures.

In 2018, the school committed to supplementing the areas of Professional Learning, Aboriginal Education and Equity Funding. Further to this, the school fully financed an additional classroom teacher in order to cater to the wellbeing needs of students at Tuggerah Public School.

To save costs in 2018, Tuggerah Public School moved

to an electronic newsletter, which has contributed to the reduction in photocopying costs for 2018.

At the end of 2018, Tuggerah Public School rolled over approximately \$350,000 to 2019 funds. This was for long-term projects to be commenced in 2019. These projects include:

- Replacing old Interactive Whiteboards (IWBs) with new interactive panels at an approximate cost of \$100,000;
- Repair the soft-fall under the fixed equipment at an approximate cost of \$45,000;
- Replace the turf on the oval with artificial turf at an approximate cost of \$150,000; and
- Contributions towards the Chaplaincy program in 2019 at an approximate cost of \$21,000.

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	3,441,737
Base Per Capita	98,038
Base Location	0
Other Base	3,343,699
Equity Total	307,879
Equity Aboriginal	37,978
Equity Socio economic	105,475
Equity Language	37,402
Equity Disability	127,025
Targeted Total	454,747
Other Total	161,742
Grand Total	4,366,105

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A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

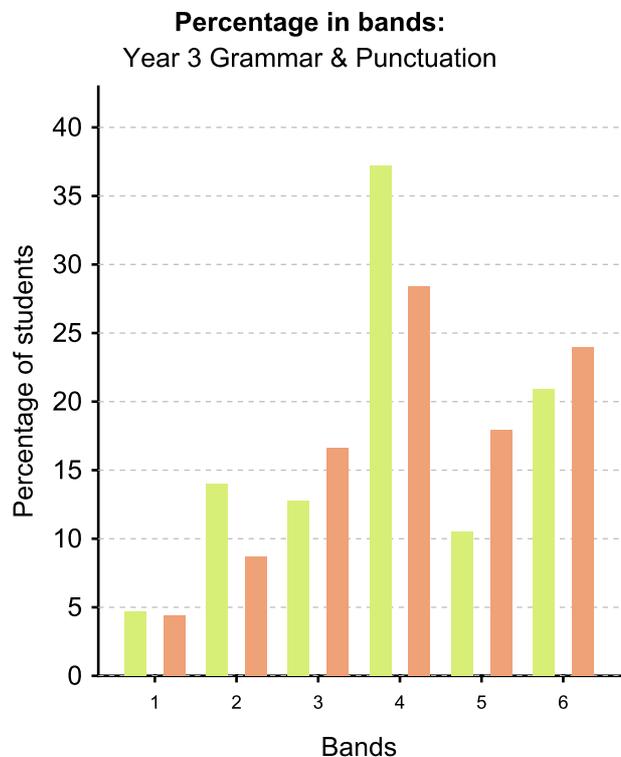
NAPLAN

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.

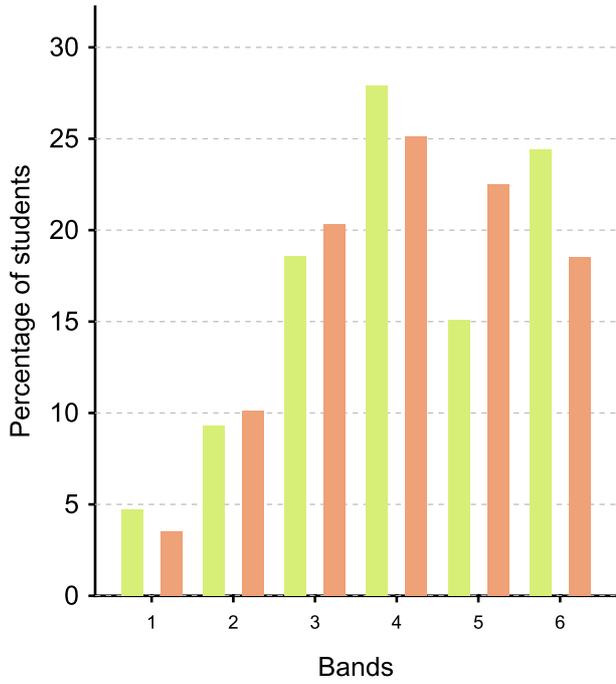
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

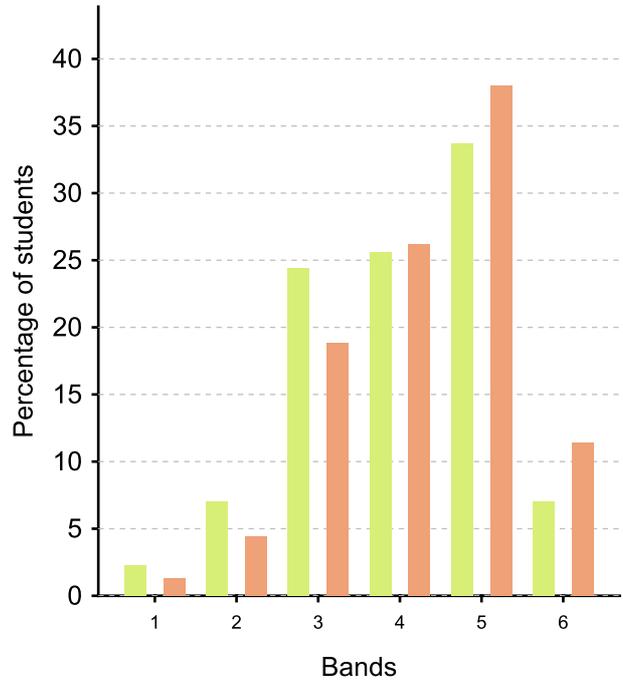
22.2% of Year 3 students scored in the top 2 bands for reading. 11.1% of Year 3 students scored in the top 2 bands for grammar and punctuation, spelling and writing. 40% of Year 5 students scored in the top 2 bands for reading. 20% of Year 5 students scored in the top 2 bands for grammar and punctuation, spelling and writing. Moving forward, Tuggerah Public School is focusing time, resources and professional learning on developing all areas of Literacy, across all grades.



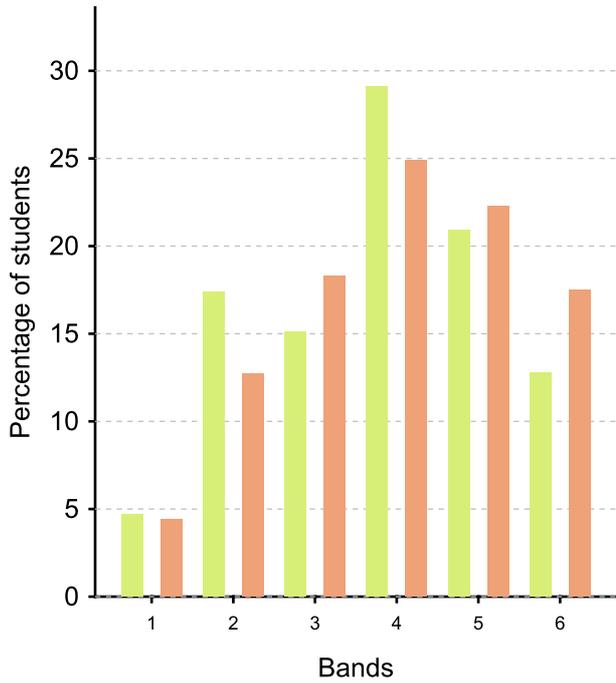
Percentage in bands:
Year 3 Reading



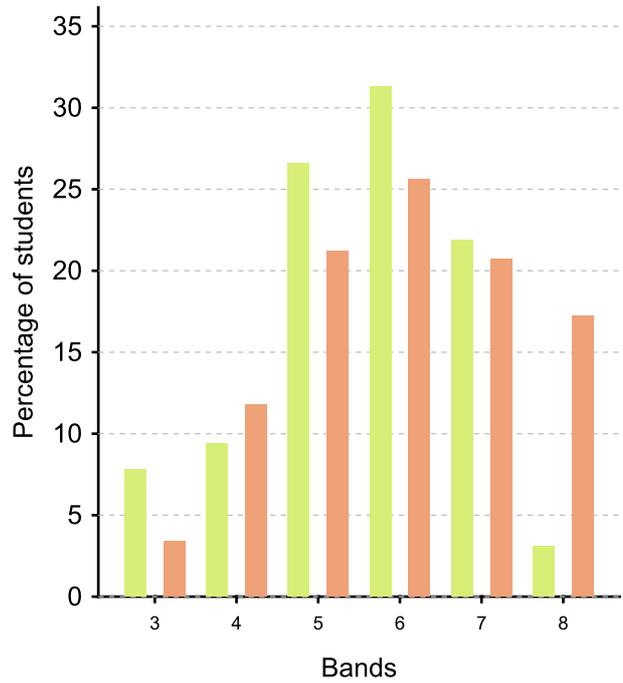
Percentage in bands:
Year 3 Writing



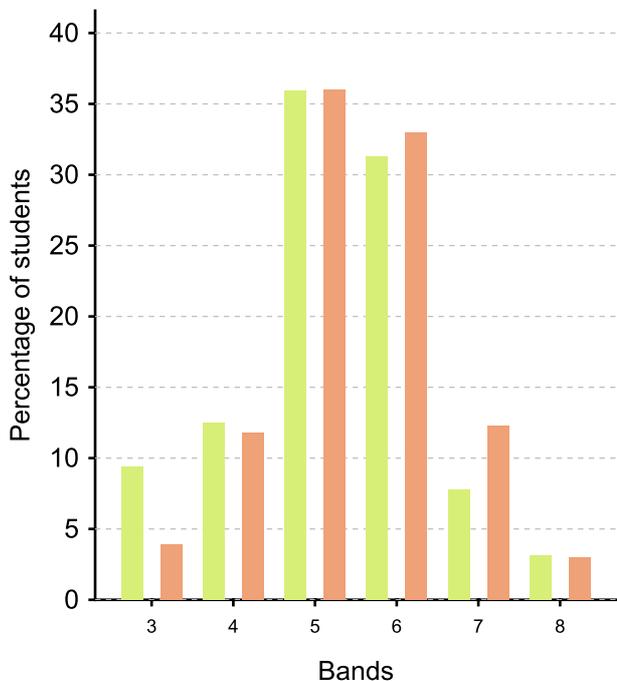
Percentage in bands:
Year 3 Spelling



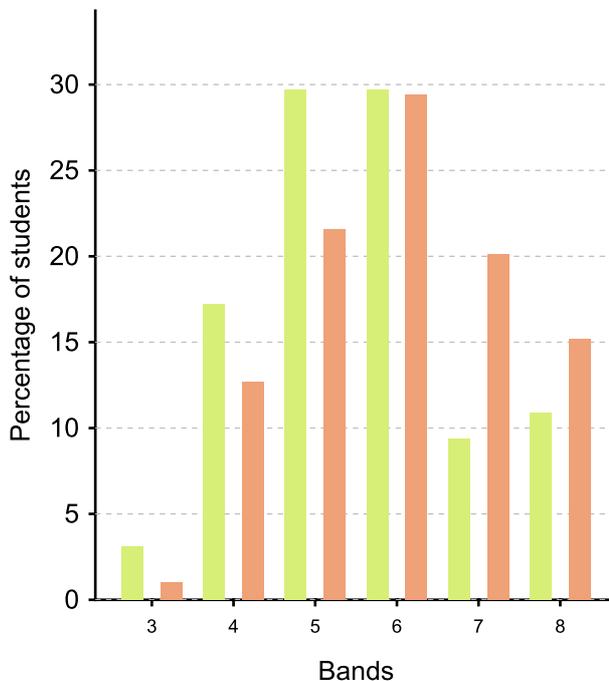
Percentage in bands:
Year 5 Grammar & Punctuation



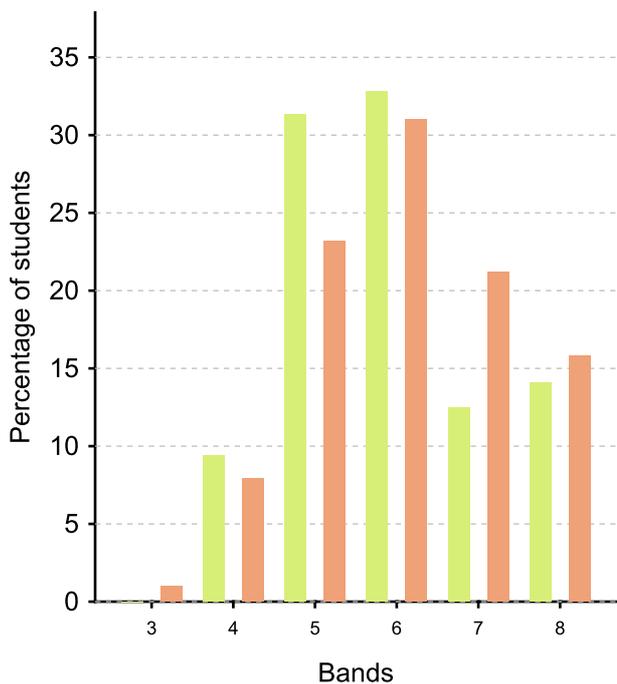
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Reading

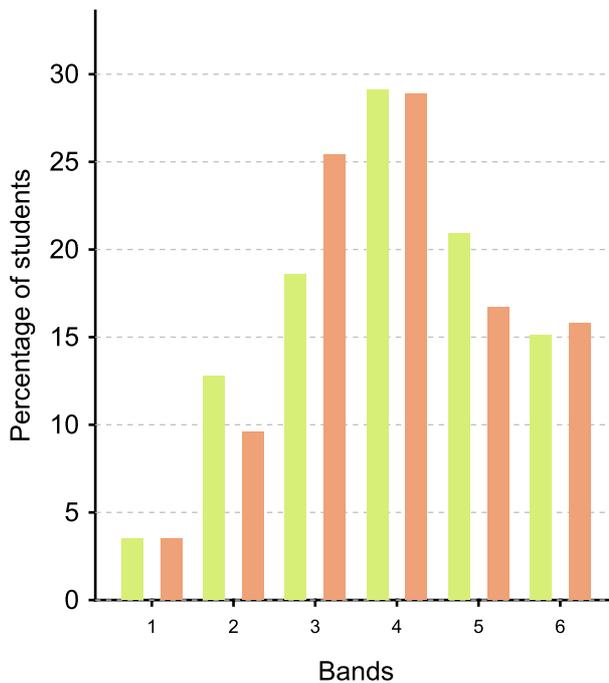


Percentage in bands:
Year 5 Spelling

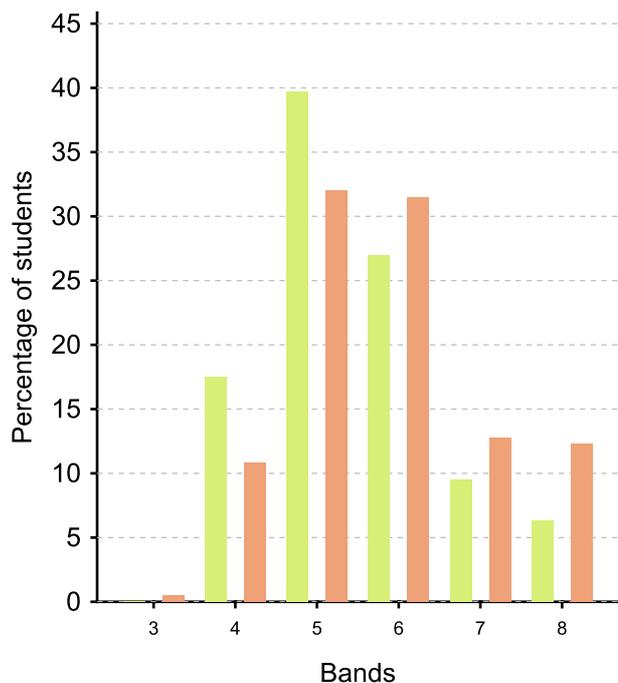


44.4% of Year 3 students scored in the top 2 bands for Numeracy. 20% of Year 5 students scored in the top 2 bands for Numeracy. Moving forward, Tuggerah Public School is focusing time, resources and professional learning on developing all areas of Numeracy, across all grades.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the Premier's Priorities: improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. 36.5% of Year 3 students achieved in the top 2 Bands for reading compared to 48.6% of the state. 20.3% of Year 5 students achieved in the top 2 Bands for reading compared to 34.8% of the state. 36.0% of Year 3 students achieved in the top 2 Bands for numeracy compared to 39.6% of the state. 15.8% of Year 5 students achieved in the top 2 Bands for numeracy compared to 29.3% of the state.

In accordance with the Premier's Priorities: Better services – improving Aboriginal education outcomes, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. 22.2% of Year 3 Aboriginal students achieved in the top 2 Bands for reading compared to 24.4% of the state. 44.4% of Year 3 Aboriginal students achieved in the top 2 Bands for numeracy compared to 14.4% of the state. Unable to report on Year 5 data due to low numbers – this creates inaccurate and insignificant data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. The school community

was surveyed regarding a number of issues including school reception, communication, parent participation, support, homework and safety.

Some of the key findings from student surveys (Years 4–6) were:

- 77% of students had a positive sense of belonging;
- 83% of students feel they do not get in trouble for disruptive or inappropriate behaviour because they display positive behaviour at school;
- 65% of students are interested and motivated in their learning;
- 76% of students feel they have not been subjected to bullying (physical, social, verbal or online);
- 82% of students feel important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives;
- 75% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice;
- 86% of students feel that school staff emphasise academic skills and hold high expectations for all students to succeed;
- 100% of our Aboriginal students feel good about their culture when they are at school
- 67% of Aboriginal students strongly agree that teachers have a good understanding of their culture, whilst 33% are neutral with teacher's understanding of their culture.

Some of the anecdotal comments from student surveys:

- I like our school because it includes a variety of activities and subjects".
- I love the sport teams and the 5/6 area".
- I like my teacher, she is really nice. I also enjoy playing hand ball and hanging around with my friends".
- I really like that in our school all the teachers are really nice and make sure you are always doing your best".
- I really like how our teachers deal with problems and the ways they teach us about bullying. They don't just tell you everything in a boring way, they include some fun in it. I also like that what we learn about in class and again, how the teachers teach it".
- In my school I like doing mathematics and I enjoy doing school work. I enjoy playing with my friends during times when we are allowed to play".
- I like our school because they have very kind and caring teachers".
- I like how we have mature children who follow our school rules. The teachers always explain every task we do and if we don't understand, the teacher would explain it again. The teachers never tolerate bullying and if someone does bully another child there will always be a consequence".

Some of the key findings from parent surveys were:

- 76% of parents feel they can easily speak with their child's teacher;

- 72% of parents feel the school's administrative staff are helpful when they have a question or problem;
- 74% of parents feel their child's reports are written in terms they understand;
- 70% of parents feel if there were concerns with their child's behaviour at school, the teachers would inform them immediately;
- 77% of parents feel the school sets clear, high expectations for student behaviour;
- 85% of parents feel their child is clear about the rules for school behaviour;
- 77% of parents feel their child feels safe going to and from school;
- 67% of parents feel their child feels safe at school;
- 78% of parents encourage their child to do well at school;
- 74% of parents praise their child for doing well at school;
- 73% of parents feel their child is encouraged to their best work at school;
- Out of 100 responses, 9 parents responded they are currently involved in school committees.

Some anecdotal comments from parent surveys:

- Transparency in decision making, also allow parents to give feedback before important decisions are made".
- The school is community focused and my child loves going. There is a lot of variety offered in terms of events and special activities. The school is constantly looking for ways to improve the experiences of their students".
- I've had kids at TPS continuously for 14 years and it's always a lovely school, very friendly and welcoming".
- Many of the teachers go above and beyond with their students".
- We've had a long association with the school and it's been a great school".
- It's an excellent school with a great reputation. My child is very happy".
- The classroom teacher is wonderful – communicative and interested. My daughter is very happy".

Some anecdotal comments from parent forums:

- We're at the end of 10 years with kids at TPS and could not be happier with the experiences they have had. They'll definitely look back fondly on their time at Tuggerah Public School".
- Great learning environment".

Some of the key findings from teacher surveys were:

- 86% of teachers work with school leaders to create a safe and orderly school environment;
- 84% of teachers feel that school leaders have supported them during stressful times;
- 89% of teachers talk with other teachers about strategies that increase student engagement;
- 79% of teachers work with other teachers in developing cross-curricular or common learning opportunities;
- 84% of teachers discuss the learning goals of the lesson with their class;
- 89% of teachers monitor the progress of

individual students;

- 88% of teachers set high expectations for student learning;
- 82% of teachers use formal assessments to give students an opportunity to make improvements;
- 88% of teachers link new content to previously mastered skills and knowledge;
- 84% of teachers discuss with students ways of seeking help that will increase learning;
- 91% of teachers establish clear expectations for classroom behaviour;
- 86% of teachers create opportunities for success for students who are learning at a slower pace.

Some anecdotal comments from teacher surveys:

- The 7 steps program is terrific. Knowing that there are so many awesome, high quality, rich texts in the library is fantastic".
- Staff development meetings have allowed me to see how other teachers assess writing in their classroom".
- Staff development meetings have increased my capacity to teach writing".
- I like the direction of the school and the opportunity to seek higher skills and teaching and learning professional development by observations".
- Collaborative welcoming feel, very inclusive for all staff". Excellent wellbeing programs".
- I love the teamwork and morale I have experienced this year. Our stage team communicates, shares and works together to achieve our personal goals and allow our students to do the same".
- I love how collegial we are as a team. People share resources and program ideas, they support each other through challenging patches and mostly treat each other with kindness and respect".
- I like how resourced our school is with technology".
- I like how we are tightening our boundaries regarding behaviour".
- My school provides a supportive environment for all our students".

Policy requirements

Aboriginal education

Aboriginal education at Tuggerah Public School continues to implement the *Aboriginal Education and Training Policy and the Aboriginal and Torres Strait Islander Education Action Plan (2010–2014)* and the Partnership Agreement between the Department and the Aboriginal Education Consultative Group Incorporated. In 2018, the school's Aboriginal student enrollment was 9.1%. Tuggerah Public School continues to provide support for Aboriginal students. The school also presents programs designed to educate all students about Aboriginal history and culture as well as contemporary Australia. School programs support our goal of Aboriginal equity in opportunities and achievements. This has been demonstrated by:

- Aboriginal perspectives and strategies, including 8 Ways pedagogies, being embedded within the regular teaching and learning programs of classroom teachers and these programs complement the Quality Teaching model.
- The development of cultural competencies for staff, students and families was supported throughout 2018 with ongoing professional learning, the employment of an Aboriginal Education coordinator, as well as special learning community and school based projects.
- Aboriginal culture is celebrated on significant days throughout the year, as well as being embedded into all Key Learning Areas. A 'Sorry Day' assembly was held to educate the students about this significant day. At this assembly, students, staff and visitors held a minutes silence was held to remember the Stolen Generations. We also had a flag raising ceremony, where the Aboriginal flag was flown at half-mast to show the respect that the event has for all Australians. The students at Tuggerah Public School performed an Aboriginal song for significant events. We celebrated NAIDOC week across the whole school with all staff incorporating indigenous perspectives and culture in their daily teaching. We held a community day in which all students had the opportunity to participate in cultural activities with local Aboriginal members.
- Aboriginal students from K–6 attended the Aboriginal and Torres Strait Islander Assembly of Excellence at Wyong High School. They received awards for Academic Excellence and Leadership.
- Our Aboriginal students performed in the LMG Koori Choir.
- A segment of the weekly staff communication meeting is devoted to discussing and promoting Aboriginal culture and perspectives within the school and sharing ideas between teachers.
- Indigenous students from Year 5 and 6 were selected to represent our school as Aboriginal student leaders. The leadership program was run to assist young Aboriginal Students in developing leadership capabilities, engaging in culture and in building their self-esteem.
- The Wyong Community of Schools banded together to present this Dance and Culture Leadership Program to selected students from all schools within our local LMG. The students participated in an intensive eight week program, making and designing a set of didgeridoos that were presented to the schools at the Aboriginal Excellence Awards Assembly. The program was conducted in consultation with the Wyong Ngara Aboriginal Education Consultative Group.
- Our Torres Strait Islander staff member is released each week to work with the Aboriginal students on cultural initiatives.
- The school contributed significant funds and time to creating the Bush Tucker Garden and Yarning Circle. These initiatives are available for all students from K–6 to use in their everyday learning experiences.
- Two staff members participated in an Aboriginal research project – Ngara Wumara. This looked at identification of young and gifted learners, self-

determination theory, wellbeing framework and physical literacy. Their results were reported back to the school staff and community for consideration in future Aboriginal initiatives.

- Two staff members attended the PL course 'Aboriginal Cultural Education: Connecting to Country'. These staff members used this training to upskill staff on 'Connecting to Country'.

At Tuggerah Public School we have a small, yet significant, number of students who identify as being Aboriginal.

We have aimed to improve Aboriginal students learning potential. This is demonstrated by:

- All Aboriginal students having a Personalised Learning Plan (PLP) collaboratively prepared by the parent/ carer, child, classroom teacher and Aboriginal Education teacher. Three way interviews held throughout Term 1;
- We inform Aboriginal families via the newsletter, face book and flyers about specific programs and events;
- All teachers were trained in 8 Ways Pedagogy;
- School representatives attend the local AECG meetings to support the community;
- Weekly staff meetings having a designated time to discuss issues pertaining to Aboriginal needs, issues, celebrations and units of work.
- Recognition of Aboriginal achievement at the school and community assemblies.

We have targeted the literacy development of our Aboriginal students through our teaching and learning programs and resources. This is demonstrated by:

* The development, monitoring and adjustment of PLPs for all Aboriginal students across K–6. Students, parents, teachers and the Aboriginal Education coordinator all contribute to the development of these documents to ensure all stakeholders have an equal say in the specific students' academic, social and personal growth and development at Tuggerah Public School. The LaST and Learning Support Coordinator supported staff to implement these plans. Class teachers were released from their teaching duties to attend and support these PLP meetings.

- The development of English and History teaching units (K–6), which identify components of Aboriginal education which can be investigated by our students. This is in line with national curriculum requirements and the Indigenous Education and Training Policy (2009).
- Aboriginal students who are identified as needing adjustments to the class program in literacy and numeracy are supported by the Learning and Support team (LaST). Inclusive literacy groups are also strategically supported.
- Stage 3 students were given leadership opportunities in different areas across the school.
- Participation in the Mini and Macq Lit programs to support learners across K–6 in developing literacy skills.
- The purchasing of 'Kindles' to support reading and comprehension skills.

Engagement and Connection

We have organised programs designed to educate students about Aboriginal culture, perspectives and current Aboriginal Australia. This has been demonstrated by:

- Acknowledgement to country is presented at each assembly by our Aboriginal students.
- Recognition of Sorry Day and Reconciliation Week through a whole school assembly. Aboriginal student leaders explained the meaning of Sorry Day and recognition awards were presented.
- During NAIDOC Week Tuggerah Public School's all students participated in classroom activities on Aboriginal culture and traditions. The canteen also provided a variety of foods linked to Aboriginal culture and traditions. Further to this, community members were invited in to Tuggerah Public School to share their culture and traditions.
- Flags were made reflecting Indigenous culture and these are regularly on display at the front of the school.

NAPLAN

- Aboriginal students who did not meet the minimal standards in some aspects of the 2018 NAPLAN testing received additional help with RAM funding.

Attendance

- Aboriginal students at Tuggerah Public School had an attendance percentage of over 91% which was an improvement from 2017.

In 2019, Tuggerah Public School will continue to provide and expand programs that will help to improve student outcomes and forge links with our local Aboriginal community, for example, through creative and practical arts.

Multicultural and anti-racism education

Tuggerah Public School promotes practices to ensure we are an inclusive school community and a racism-free learning and working environment. A multicultural classroom is one in which both the students and the teacher are accepting of all races, cultures, and religions. This acceptance is evidenced in our school by the books that are read, the activities that are completed, and the lessons that are taught.

Culture is central to our learning and is known as 'Culturally Responsive Teaching'. This is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning and increasing the awareness of global unity.

Our school maintains a focus on multicultural education by providing perspectives in curriculum areas that develop the knowledge, skills and attitudes for a culturally diverse society. The school has three trained anti-racism officers (ARCO) who deal with any incidents of racism or discrimination.

Tuggerah Public School's policies and practices are

inclusive and are underpinned by the Department's Multicultural and Anti-Racism Policies. All staff are familiar with these policies and the implications they have upon teaching and learning practices. Class programs and school activities actively uphold these principles. Students across K-6 study units of work about different cultures and celebrate cultural milestones and traditions aligned to the NSW NESA syllabus documents for the Australian Curriculum. These inclusive and inquiry-based learning practices have provided all students with the opportunity to develop the knowledge, skills and values for participation as active citizens within a democratic multicultural society.

Tuggerah Public School actively promotes acceptance and diversity as a measure to counter racism and vilification within the school community. All students are educated to overcome racism and prejudice through the school's core beliefs – resilience, respect, responsibility and excellence. These core values highlight and promote the school's commitment to fostering a learning culture where all students are treated equally so that they may become engaged, respectful, responsible and reflective learners who, in a culture of high expectations, achieve their personal best.

In 2018, approximately 13.4% students at Tuggerah Public School had a language background other than English. Our EAL/D (English as an Additional Language or Dialect) students received support one day a week from a specifically trained EAL/D teacher, in addition to their daily classroom lessons and assistance. Students who worked directly with the EAL/D teacher were supported in the classroom and some received individual and small group support. The specific outcome was to enable all these students to be able to use English to access the curriculum in their classrooms. We employed an EAL/D teacher at 0.4 to assist our new arrival students and those students who have English as a second language to become proficient in English and demonstrate an in-depth knowledge of their own and others cultures.

Tuggerah Public School are very proud of our diverse and multicultural school community, and aim to celebrate and recognise this diversity through a number of initiatives, including:

- Harmony Day was celebrated with activities that promoted inclusiveness and students shared their own cultural backgrounds and showcased these across the whole school. The school dressed in orange to represent Harmony Day. This day develops an understanding of, and skills to interact in, intercultural settings.
- Teachers select texts for their lessons highlighting different backgrounds and cultures embedding inclusivity in KLAs.
- Wider community members from a range of cultural backgrounds are invited into the school to enhance the teaching and learning programs.
- Throughout the year, many activities are participated in to support multicultural education. This included researching other cultures, proactive strategies around eliminating racism

(Racism, No Way!), created portraits of cultural identities and invited cultural guest speakers.

- Throughout the year our canteen highlights different cultural cuisines giving the students opportunities to taste foods from other countries thereby widening their outlook on multicultural Australia.
- The creation of the Year 6 shirt encompassing a different cultural element from Tuggerah Public school. In 2018, the shirt featured an Aboriginal design.