

Tuggerah Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

Tuggerah Public School

1 Pacific Hwy

Tuggerah, 2259

www.tuggerah-p.schools.nsw.edu.au

tuggerah-p.school@det.nsw.edu.au

4352 1116

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 19 classes operating K–6 with 11% 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, Advancement Via Individual Determination (AVID), 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, and Enrichment classes.

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 school plan and annual report.

Our self-assessment 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

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.

Improvement Measures

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.

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.

The "Students who are Interested and Motivated" aspect of the Tell Them From Me (TTFM) Student Survey meets the NSW Govt Norm (Baseline 59% School, 78% State).

Overall summary of progress

Over the last three years we have been attempting to implement a range of interventions and quality pedagogy. This has resulted in an implementation dip from 2017– 2018, however 2019 is demonstrating an upward trend in data from this point on. This entailed building the culture from the ground up. 2019 was also the first year with online NAPLAN, therefore data will demonstrate discrepancies.

2019 saw an intensive focus with daily K–6 writing, including modelled, guided, and independent. A consistent K–6 approach was modelled and embedded this included formative and summative assessment, success criteria and learning intentions. Early data collections has demonstrated a positive growth, however, this initiative will need more time to show further impact.

2019 saw a K–6 spelling program of Smart Spelling and Jolly Phonics introduced as previous data indicated a lack of spelling and phonemic awareness growth within our students. The initial data is proving positive.

Progress towards achieving improvement measures

Process 1: Build a systematic organisational culture, that utilises community links to promote student wellbeing.

Evaluation	Funds Expended (Resources)
Students who are interested and motivated aspect from the Tell them From Me student survey" has indicated in 2018 65% of our students demonstrated this satisfaction as opposed to 78% of State and in 2019, 66% of students demonstrated this satisfaction, as opposed to 78% of State.	Student wellbeing Officer: School Funds \$14,000 plus \$7,000 Chaplaincy Grant AVID: \$10,000 Professional Learning Funds. Top Blokes and Cool Connections: \$2,000 LLAFFD Funding Sources: • Low level adjustment for disability (\$2000.00)

Progress towards achieving improvement measures

Process 2: Embed teaching and learning initiatives that develop creative and critical thinking skills in the classroom.

Evaluation	Funds Expended (Resources)
<p>Year 5 Growth in Numeracy and Reading was our Improvement Measure: Numeracy – 2017 61% at or above student growth, 2018 saw our implementation dip hit and we dropped to 41%. 2019 we are on the incline with 52%.</p> <p>Reading: 2017 65% of students at or above expected growth. 2018 saw us dip to 52%. 2019 we are back up to 63%.</p>	<p>QTSS: \$90,000 Entitlement</p> <p>Tech teacher: Entitlement</p> <p>Critical and Creative Signage: \$12,000 School Funds</p> <p>Formative Assessment: \$4000.00 including Walk Throughs. School Funds</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$90000.00)

Process 3: Embed teaching and learning initiatives that develop creative and critical thinking skills outside the classroom.

Evaluation	Funds Expended (Resources)
<p>K–3 Value Add: 2017 – 9.69/10.34. 2018 – 9.72/10.33. 2019 – 10.40/11.00 = 2019 Sustaining and Growing.</p> <p>3–5 Value Add: 2017 – 94.00/100.05. 2018 – 83.45/89.83. 2019 – 82.86/89.34. = 2019 Delivering.</p> <p>5–7 Value Add: 2017 – 38.29/44.78. 2018 – 37.53/43.82. 2019 – 35.36/41.54. = 2019 Working Towards Delivery.</p> <p>N.B. 2019 was our first year as NAPLAN on line so data may fluctuate.</p>	<p>Clubs: \$2000.00</p> <p>Education Week: \$2000.00 School Funds</p> <p>LMG Project: \$1000.00 casuals LMG Monies</p> <p>Whole School Production: \$4,000 School Funds.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$2000.00)

Next Steps

2020 is the last year in our 3 year plan. Creative and Critical thinking, student wellbeing and explicit teaching in the classroom has been our continued focus. 2020 will see Got It implemented along with Positive Pieces (Second Steps) throughout the whole school. AVID will be expanded and incorporate Stage 2 and 3. Peer Mentoring and deeper student voice opportunities will be undertaken. Technology will incorporate not only basic ICT skills to enhance multi-modal teaching but the Tech Teacher will focus on Creative and Critical ICT avenues such as VR, AR, Google Classroom as well as maintaining Green Screen, Stop/Go and other products that we have embedded. The Tech teacher will be team teaching and mentoring students and teachers. Enrichment classes to lead creative and critical pedagogy. Quality Teaching Rounds by Newcastle University to be continued. Homework will be more interactive with parents, students and teachers and will incorporate creative and critical projects to be undertaken.

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

Improvement Measures

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%.

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.

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.

Overall summary of progress

We have continued to build on our Quality Teaching, Successful Students strategy and we have a strong focus on reflective practice, mentoring and negotiated observations. Focus on Reading is a continued focus, along with daily writing embedding types of texts into modelled, guided and independent activities. We uphold the pedagogy of the Quality Teaching Framework and our class lessons are underpinned by learning intentions and student goals, which are designed in consultation with parents and carers.

Jolly Phonics is embedded within our L3 Kindergarten classes as well as our Year 1 classes. The Smart Spelling program has commenced across all year levels as has explicit grammar and handwriting. These results are thus far promising.

An in-depth focus of the quick recall of the 4 basic operations of addition, subtraction, multiplication and division is a school priority with daily fast facts and arithmetic age versus chronological age testing each term and data collected and acted upon. This initiative will continue in the years to follow.

A balance of explicit teaching and student direction and choice, or Active Learning, will continue. Advancement Via Individual Determination (AVID) was commenced with Stage 3. The commencement of this initiative has already increased student accountability, resourcefulness, organisation and note taking strategies.

Progress towards achieving improvement measures

Process 1: Embed research based, differentiated literacy practices so that all learners have the opportunity to be productive and effective communicators.

Evaluation	Funds Expended (Resources)
2018 Year 3 Writing top two bands = 40.7% 2019 Year 3 Writing top two bands = 67.1% This is a 26.49% improvement.	Jolly Phonics: \$5,000 Literacy and Numeracy Funds.
2018 Year 5 Writing top two bands = 10.9%. 2019 Year 5 Writing top two bands = 14.1%. This is a 3.2% improvement.	Smart Spelling: \$2,500 Literacy Numeracy Funds
2018 Year 3 Reading top two bands = 39.5%. 2019 Year 3 Reading top two bands = 62.0%. This is a 22.5% improvement.	Lexile Lit Pro: \$8,000 Literacy and Numeracy Funds

Progress towards achieving improvement measures

2018 Year 5 Reading top two bands = 20.3%. 2019 Year 5 Reading top two bands = 35.9%. This is a 15.6% improvement.

Process 2: Embed research based, differentiated numeracy practices so that all learners have the opportunity to be productive and creative problem solvers.

Evaluation	Funds Expended (Resources)
2018 Year 3 Numeracy top two bands = 36.0%. 2019 Year 3 Numeracy top two bands = 50.7%. This is a 14.7% improvement.	
2018 Year 5 Numeracy top two bands = 15.9%. 2019 Year 5 Numeracy top two bands = 27.9%. This is a 12.0% improvement.	

Process 3: Ensure that teaching and learning programs are dynamic and responsive to meet the needs of every student whilst being engaging and promote the 6 Cs of Future Focused Learning.

Evaluation	Funds Expended (Resources)
Increase from 20.14% to 33.47% of Aboriginal students baseline average over 3 years in the top two bands of the Premiers Targets.	<p>Updating Promethium Boards: \$7,500 each x 9 = \$67,500. 6300 Cost Centre</p> <p>Student Wellbeing Journals Years 2–6: \$30,000. 6300 Cost Centre</p> <p>Softfall for outdoor learning. \$30,000. 6300 Cost centre</p> <p>Artificial Grass: \$260,000. 6300 Cost Centre</p>

Next Steps

2020 is the last year in our 3 year cycle of our school plan. A continued focus in 2020 will be of creating a stimulating and engaging environment underpinned by a growth mindset, innovative teaching practices, risk taking and the 6Cs of learning. Avid will continue in Stage 3 and 2020 will see Stage 2 officially come on board with Stage 1 and ES1 also participating in all AVID PL and using some of the philosophies with their children.

We will continue with our Formative Assessment program and commence Phase 2, Effective Questioning in 2020.

Our Stage 2 and 3 Enrichment classes will continue as this is demonstrating positive trends with data, student and parent engagement and a deeper level of learning with our students.

Our Technology Teacher will continue in 2020 to work collaboratively with our teachers and children to support and mentor in advanced technology, in line with futures education.

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

Improvement Measures

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)

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)

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)

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 consolidated our communication methods. We continued a Middle Years/Transition STEM Initiative in 2019 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 have maintained 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.

2019 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 and professional development opportunities. Student leadership opportunities have increased in 2019 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

Process 1: Encourage students as positive role models to show others what is expected of them, creating challenges for themselves and others.

Evaluation	Funds Expended (Resources)
2018 we had a deficit of 18% to that of State Sense of Belonging. 2019 this has reduced to a small 6% deficit from State.	Dance: \$6,000. 6100 Children's University: \$6,000. Education Week: Socio Economic Funding Sources: • Socio-economic background (\$5000.00)

Process 2: Embed a culture of distributed leadership where staff work alongside each other and collaboratively lead learning and reflective practices.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
2018 the school was above State by .2 in Collaboration of the 8 Drivers of Student Learning. 2019 we are now .4 above the State. (School 8.2, State 7.8)	\$2,000 AVID PL \$10,000 Collaborative Planning Days: PL Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$3000.00)

Process 3: Harness positive parent, carer and community leadership and engagement.

Evaluation	Funds Expended (Resources)
Out of approximately 380 families, 63 are responding to TTFM. 2018 and 2019 data is consistent.	Swimming Carnival: \$1,000 6300 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2000.00)

Next Steps

2020 is the last year in our 3 year cycle of our school plan. 2020 will continue to focus on developing visionary leadership from all stakeholders where distributive leadership and positive community partnerships is our focus.

In 2020, we will continue to implement academic, social and emotional committees to guide the directions of the school. This builds on our 2017/19 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. 2020 will see us commence the QTR Research Pilot with Stage 2 and Children's University will continue.

A focus on Student Voice will be a priority with students being involved in curriculum planning, lesson feedback, peer mediators, mentoring, and decision making. Another focus will be the process of instructional 'how to' videos for parents and students and these will be located on our website.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$42 000.00) 	Unfortunately we were unable to procure any Aboriginal providers for workshops in 2019 so we instead bought laptops for these students to use in school. Finances also went on personnel to run Quicksmart and PLPs. Mrs Mallie–Maharta was also paid for extra days to run other in–house Indigenous programs. 2020, we will get in early to procure expertise of outside Aboriginal providers to run exceptional programs.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$22 000.00) 	Mrs Horner was here one day a week working intensely with our EALD students to assist them in accessing curriculum. She provided assistance with parent communication and VISA protocols.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$38 000.00) 	LLAFD in 2019 was utilised mainly on HR as in 2018 we purchased many resources to assist our students.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$90 000.00) 	QTSS is timetabled throughout the year to allow all teachers to access the opportunities of observations, viewing others, collaborative planning and collegial discussions.
Socio–economic background	Funding Sources: <ul style="list-style-type: none"> • Socio–economic background (\$130 000.00) 	The majority of these finances were utilised to purchase a 20th classroom and Teacher Collaboration/Planning days.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$20 000.00) 	This can be difficult to utilise to full advantage due to part–time teachers, absences etc..

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	284	272	272	247
Girls	227	235	231	229

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.1	94.5	94.2	94.3
1	94.4	94.8	92.5	93.8
2	94.4	92.6	93.4	93.5
3	94.6	93	92	93.8
4	94.6	92.7	92.4	93.4
5	94	93.1	92.1	94.1
6	92.2	92.5	93.3	93.9
All Years	94.3	93.3	92.8	93.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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)	17.44
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	3.78

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	620,362
Revenue	4,752,109
Appropriation	4,576,263
Sale of Goods and Services	16,858
Grants and contributions	152,594
Investment income	6,395
Expenses	-4,744,762
Employee related	-4,018,250
Operating expenses	-726,512
Surplus / deficit for the year	7,347

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.

	2019 Approved SBA (\$)
Targeted Total	575,505
Equity Total	332,255
Equity - Aboriginal	43,933
Equity - Socio-economic	127,872
Equity - Language	22,166
Equity - Disability	138,285
Base Total	3,237,842
Base - Per Capita	118,023
Base - Location	0
Base - Other	3,119,819
Other Total	266,293
Grand Total	4,411,896

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Some key findings from the parent surveys were :

- 70% of parents surveyed (61/380) have confidence that their child's teacher will inform them immediately of concerns relating to their child's behaviour at school.
- 80% of parents surveyed feel they can easily speak with their child's teacher.
- 70% of parents surveyed feel welcome when they visit the school.
- 80% of parents surveyed feel that there are clear rules for school behaviour.
- 80% of parents surveyed feel that their child feels going to and from school.
- 70 % of parents surveyed said that their child feels safe at school.
- 68% of parents surveyed feel that they are well informed about school activities.
- 76% of parents surveyed feel that their child is encouraged to do his or her best work.

Some key findings from the student surveys were:

- 82% of students surveyed (162/480) feel socially engaged.
- 88% of students surveyed value schooling outcomes.
- 85% of students surveyed feel that they demonstrate positive behaviour at school.
- 53% of students surveyed feel that they have positive homework behaviours.
- 84% of students surveyed feel that they have positive teacher interactions.
- 86% of students surveyed feel that they are intellectually engaged due to quality instruction.
- 66% of students surveyed feel that they are interested and motivated.
- 23% of Year 5 students surveyed displayed early signs of disengagement unfortunately.

Some key findings from the Teacher surveys were: (12/30)

- 88% of Teachers surveyed felt that their school leaders created a safe and orderly school environment.
- 79% of Teachers surveyed felt that the school leaders had helped them to create new learning opportunities for their students.
- 75% of Teachers surveyed felt supported during stressful times by school leaders.
- 90% of Teachers surveyed stated that they were able to discuss strategies that increased student engagement with other students.
- 90% of Teachers surveyed felt that they could discuss learning problems of particular students with other teachers.
- 81% of Teachers surveyed feel that they are able to work with other teachers in developing cross-curricular opportunities.
- 90% of Teachers surveyed felt that they set high expectations for student learning.
- 85% of teachers surveyed felt that their assessments help them to understand where students are having difficulty.
- 88% of Teachers surveyed state that when they present a new concept they try to link it to previously mastered skills and knowledge.
- 90% of Teachers surveyed work with parents to solve problems with regards to students.

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.

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 2019, the school's Aboriginal student enrollment was 11%. 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.
- Students participated throughout the year in Koori choir and Ngara Assembly.
- An existing Aboriginal Mural was relocated and restored to make it more visible to the community thus promoting cultural inclusivity.
- 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 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.
- Initiated Sound Scouts which focuses on identifying ATSI students with possible Otitis Media and other hearing difficulties.
- Initiated the redesign of our PLP process to link with 8 Ways of Learning and to promote effective student and parent voice and feedback enabling more authentic and relevant discussions.
- Engaged Cool Connections and Top Blokes to improve effective communication and social skills with our Aboriginal students.
- 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.
- 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.
- e-reading program implemented to raise the comprehension and fluency achievement of Aboriginal students.

Anti-Racism Policy

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

Tuggerah Public School promotes practices to ensure we are an inclusive school community and racism-free learning and working environment.

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.

Tuggerah Public School believes that an understanding of the nature of racism is essential in order to recognise and counter it successfully. Cyber racism has become more of a focus due to the ever advancing technological age.

- 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 engage with the Racism No Way website regularly and organise teaching activities around this.
- Anti-racism perspectives are embedded in all of our KLAs
- We utilise the wellbeing Hub to engage students in cyber safety and anti-racism education.
- We undertake Racism No Way competitions.
- Anti-Racism and our Multicultural policies and programs go hand in hand.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

Tuggerah Public School promotes practices to ensure we are an inclusive school community and 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 2019, approximately 12% students at Tuggerah Public School had a language background other than English with 2.1% of these students working with our EAL/D (English as an Additional Language or Dialect) 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 0.1 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

- 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 KLA's.
- 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.
- 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 2019, the shirt featured a Maori design.