

# Toormina Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Toormina 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

Toormina Public School

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## School background

### School vision statement

Toormina Public School is recognised across the community as a school of excellence in learning and leading through innovative evidence-based teaching practices.

We encourage and facilitate a collaborative and inclusive community where we are challenged to be critical thinkers, and creative, confident citizens in an engaging learning environment.

Our community highly values its students, staff and families as learners, leaders and partners in the education of every child.

### School context

Toormina Public School is on the Mid North Coast of New South Wales. There are 256 students, 46 of whom identify as Aboriginal. Teaching and learning draw on the diversity of student and staff strengths by encouraging all students to develop their potential in a purposeful environment.

All staff members are at the proficient level of accreditation with current Working With Children Checks. One staff member is engaging with the Australian Professional Teaching Standards to achieve proficiency. Seven staff members hold postgraduate qualifications.

The school has modern facilities including technology suites, wonderful sporting opportunities, it offers excellence in creative and performing arts with a tiered music room, a regional opportunity class for teaching gifted and talented students, a dedicated focus on literacy and numeracy and a climate that provides a foundation for lifelong learning and pastoral care. Quality teaching and learning is a major focus within the school.

The school has received additional funds from the Priority School Funding Program since 2009. The school was identified as an Early Action for Success school in 2017 with an instructional leader appointed K-3 to monitor and support teachers and students in improved literacy and numeracy.



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

## Strategic Direction 1

### Quality Learning and Engagement

#### Purpose

To implement a strategic and planned approach to develop whole-school processes and quality practices that support the wellbeing of all students. Students will be engaged in learning so that every student will develop growth in literacy and numeracy.

#### Improvement Measures

Improve the proportion of students with 90% attendance or higher during semester one from 71.1% baseline to between **76.6% – 81.6%** or higher by 2022.

Improve the proportion of students achieving in the top two NAPLAN bands in reading from 28.4% baseline to between **35.1% to 40.1%** or higher by 2022.

Improve the proportion of students achieving in the top two NAPLAN bands in numeracy from 19.8% baseline to between **26.5% – 35.1%** or higher by 2022.

Improve the proportion of students who demonstrate a feeling of belonging and advocacy for the school on the 'Tell Them From Me' survey from 78.1% baseline to between **83.5% to 88.5%** or higher by 2022.

#### Progress towards achieving improvement measures

**Process 1:** Implement systems and procedures to monitor and target students with high-level regular absence with positive interventions to engage them with school and encourage regular attendance.

Evaluation	Funds Expended (Resources)
The PBL framework at Toormina Public School has been modified to streamline processes. Staff are being trained as PBL leaders in our area and students have been supported through SLSO engagement. The school has revised and streamlined its wellbeing and discipline document, with positive results. At the end of 2019, the improvement measure of changed from examining suspension data to a new focus on attendance data for 2020.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$60000.00)</li><li>• Aboriginal background loading (\$30000.00)</li><li>• Low level adjustment for disability (\$20000.00)</li></ul>

**Process 2:** Improve staff knowledge of the syllabus and differentiation to meet the learning needs of all students in reading and numeracy with enhanced strategies used to develop students comprehension and vocabulary skills.

Evaluation	Funds Expended (Resources)
Staff have worked school-wide and within school-based teams to develop consistent and effective processes to engage and instruct students to become better writers. All staff have trained in the Seven Steps to Writing Success program with positive results for student engagement with writing processes for students. At the end of 2019, the focus was changed to reading instead of writing to match the NSW Premier's priorities.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$20000.00)</li><li>• Aboriginal background loading (\$10000.00)</li><li>• Early Action for Success (\$30000.00)</li><li>• Low level adjustment for disability (\$52192.00)</li></ul>

**Process 3:** Collaboratively analyse student progress and achievement data to inform practice and provide meaningful feedback to students in literacy and numeracy.

Evaluation	Funds Expended (Resources)
Staff worked collaboratively to develop the school professional learning room and display Impact Walls highlighting student growth or impact of student	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background</li></ul>

## Progress towards achieving improvement measures

mastery of English skills. Student support has been provided to identified students needing assistance with English language proficiency.

(\$20000.00)

- Aboriginal background loading (\$10000.00)
- Early Action for Success (\$30000.00)
- Low level adjustment for disability (\$60000.00)
- Targeted student support for refugees and new arrivals (\$822.00)
- English language proficiency (\$1251.00)

**Process 4:** Increase students' feeling of belonging and advocacy for the school.

### Evaluation

### Funds Expended (Resources)

School staff have worked with students to develop a sense of belonging and advocacy for the school. This is a new process added at the end of 2019 in line with the NSW Premier's priorities.



## Strategic Direction 2

### Quality Teaching

#### Purpose

To improve teaching practice through high quality, evidence-based professional learning, quality analysis of data and the provision of feedback on teaching practices.

#### Improvement Measures

All teachers develop high-quality, evidence-based teaching programs linked to analysis of student data.

100% of teaching staff use learning sprints.

All teachers are supported with regular effective feedback on their performance in relation to the Australian Teaching Standards.

#### Progress towards achieving improvement measures

**Process 1:** Regular collection of enhanced formative assessment and summative assessment data that is analysed and used to target individual student interventions.

Evaluation	Funds Expended (Resources)
School teams worked collaboratively to examine the consistency of teacher judgement for effective teaching and assessment practices with student work and analysed student data to determine student learning needs and professional learning needs for staff. The school implemented Learning Sprints within stage teams.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$20000.00)</li><li>• Aboriginal background loading (\$10000.00)</li><li>• Early Action for Success (\$26627.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$48236.00)</li></ul>

**Process 2:** Five weekly learning sprints focussed on narrow elements of the syllabus in reading and numeracy to identify and extend students into proficiency bands.

Evaluation	Funds Expended (Resources)
Close analysis by school-wide and stage-based teacher teams have led to the implementation of Learning Sprints to support students learning and teacher professional growth.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Early Action for Success (\$26627.00)</li><li>• Low level adjustment for disability (\$20000.00)</li></ul>

**Process 3:** Intensive Interventions for students to achieve at a higher level implemented every five weeks by specialist teachers.

Evaluation	Funds Expended (Resources)
School funded Learning and Support Teacher K-2 resulted in higher than expected growth in reading and mathematics with targeted students. Through the process of learning sprints, targeted student learning growth was achieved.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$10000.00)</li><li>• Support for beginning teachers (\$14130.00)</li></ul>

## Strategic Direction 3

### Quality Leadership

#### Purpose

Through collaborative practice, we will establish a professional learning community focused on instructional leadership for continuous improvement. A culture of evidence-based teaching and learning will lead to measurable improvement in learning outcomes for all students, including decreasing any achievement gap.

#### Improvement Measures

Instructional leaders implement reflective practice for all teachers through learning sprints to improve teaching and learning outcomes for students.

Professional learning is coordinated and tracked for all staff and linked to the Australian Professional Standards for Teachers at Proficient as well as Highly Accomplished levels to support teacher aspirations.

Over 90% parent satisfaction of quality teaching and leadership in the school is evident.

#### Progress towards achieving improvement measures

**Process 1:** Instructional leaders lead evidenced based initiatives to improve student outcomes and decrease gaps in student achievement.

Evaluation	Funds Expended (Resources)
Instructional leaders have supported teams to improve the quality of teaching processes and use of student data to improve teacher quality.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$20000.00)</li><li>• Early Action for Success (\$50000.00)</li></ul>

**Process 2:** Targeted professional learning, dialogue and feedback for continuous improvement and high performance.

Evaluation	Funds Expended (Resources)
Executive staff analysed professional learning needs to support the school plan, based on student data and the identified learning needs of individual staff. Two staff members have gained accreditation through NESA accreditation processes. All staff are accredited at proficient teacher level. A combined staff development day was coordinated with staff from four other local schools on Seven Steps to Writing Success in term two hosted by our school. Staff attended self-identified professional learning in writing, mathematics, literacy and areas identified in staff PDPs.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$20000.00)</li><li>• Professional Learning (\$24597.00)</li></ul>

**Process 3:** Implement enrichment opportunities in response to community interest so every student is engaged and challenged in their creativity.

Evaluation	Funds Expended (Resources)
The Toormi Enrichment program was highly successful for students and allowed student, community and staff expertise and interest to be matched. The enrichment program run each semester. Our engagement with external programs was highly successful, winning the regional and state Tournament of Mind finals and receiving Honours at the International competition held in Hobart, Tasmania during term four.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$40000.00)</li><li>• Aboriginal background loading (\$20000.00)</li></ul>

**Process 4:** Support provided for teachers to achieve highly accomplished or lead level accreditation

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

### Evaluation

At the end of 2019, an expression of interest was offered to teaching staff seeking accreditation at highly accomplished or lead level, with one staff member taking the opportunity for 2020.

### (Resources)



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$48 236.00)	Executive staff release was structured to allow regular work with stage teachers, SLSOs including observations and support roles to engage students in their learning and increase teacher capacity. Stage teams engaged with Learning Sprints to examine data, identify student needs, plan for teaching and learning and reflect/observe teaching practices.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$211 927.00)	Socio-economic funds supported all strategic directions and have enabled additional school programs, professional learning and staffing to support student learning. It has also been used to subsidise student programs and support students in need to access educational services.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> • Support for beginning teachers (\$16 570.00)	This grant has supported beginning teachers to develop their professional practice and have a successful start to their teaching career through additional support. Two temporary beginning teachers have been supported through this process and have been able to submit their accreditation towards proficiency.
<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> • Targeted student support for refugees and new arrivals (\$4 764.00)	This fund helped to support a student learning English as an additional language at our school through additional staffing to provide extra assistance.
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$87 574.00)	Aboriginal background funds have enabled additional school programs, professional learning and support to engage Aboriginal students and their families in their learning. It has also been used to support Aboriginal leadership programs within our school, inter-school NAIDOC activities and school yarn ups which give a forum for Aboriginal students and their families to discuss how we can work together to best support our Aboriginal students' learning.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$1 251.00)	This funding combined with other funds to support the employment of an SLSO to support K-2 classrooms and students requiring assistance with their language proficiency.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$152 192.00)	<p>These funds allowed us to employ a full-time Learning and Support Teacher (LAST) at our school, which highly benefited students struggling with literacy and numeracy basics.</p> <p>The remainder of this funding was combined with other funds to support the employment of SLSOs to support students with additional learning needs in classrooms.</p>
<b>Early Action for Success</b>	<b>Funding Sources:</b> • Early Action for Success (\$163 254.00)	This funding allowed the school to employ a full-time member of staff at DP level to coordinate the Early Action for Success program at our school with a focus on literacy and numeracy K-2. This had a high impact on teacher professional growth and impacted

**Early Action for Success**

**Funding Sources:**  
• Early Action for Success  
(\$163 254.00)

on K–2 literacy and numeracy growth.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	145	138	154	144
Girls	130	134	127	111

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.2	93.6	94.5	92.7
1	91.3	91.9	91.6	92
2	93.9	93	92.1	89.6
3	92.3	92.1	91.8	89.7
4	91.1	92.6	90.8	91.8
5	94.1	92.6	91.8	91.4
6	91	92.2	91.3	90.7
All Years	92.1	92.6	91.8	91.1
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)	10.01
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.72

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	504,145
<b>Revenue</b>	3,621,915
Appropriation	3,503,853
Sale of Goods and Services	40,034
Grants and contributions	75,222
Investment income	2,807
<b>Expenses</b>	-3,712,739
Employee related	-3,249,892
Operating expenses	-462,847
<b>Surplus / deficit for the year</b>	-90,824

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

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	117,016
<b>Equity Total</b>	452,944
Equity - Aboriginal	87,574
Equity - Socio-economic	211,927
Equity - Language	1,251
Equity - Disability	152,192
<b>Base Total</b>	1,949,082
Base - Per Capita	65,933
Base - Location	2,285
Base - Other	1,880,864
<b>Other Total</b>	773,473
<b>Grand Total</b>	3,292,515

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

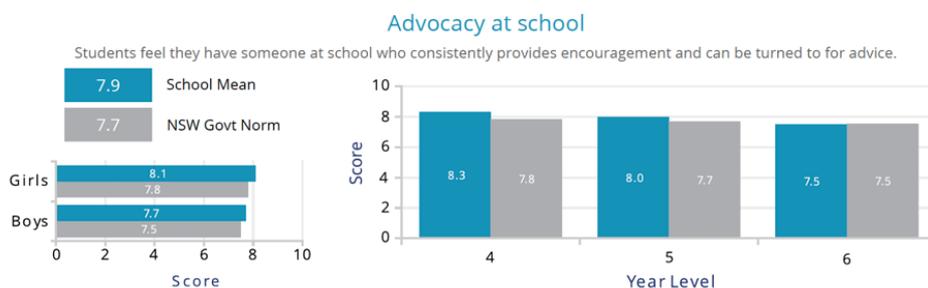
The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from 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

Using the 'Tell Them From Me' survey tool in 2019, teacher survey highlighted school leadership promoting improvement and change with all staff agreeing or strongly agreeing that 'School leaders in my school are leading improvement and change'. In the eight drivers of student learning our staff rated our level as meeting or exceeding NSW Government average for all teaching strategies with the exception of technology. When measuring the four dimensions of classroom and school practices our results show that we met or exceeded all NSW Government averages.

In the survey of students in years four to six, 86% of students identify having a friend they can trust and who encourage them to make positive choices at school. Students at Toormina have also identified higher than state average ratings for positive teacher–student relationships. Students who identify as being victims of bullying are well below the NSW Government school average (25% less). One area we are significantly lower than the state average is the area of positive attitude towards completing homework in a timely manner.

Unfortunately, we did not receive enough survey responses from parents to receive summarised feedback from the 'Tell Them From Me' surveys but anecdotal comments from parents have mostly been supportive and staff generally maintain good relationships with parents and carers of our 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.

### 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.

### 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.