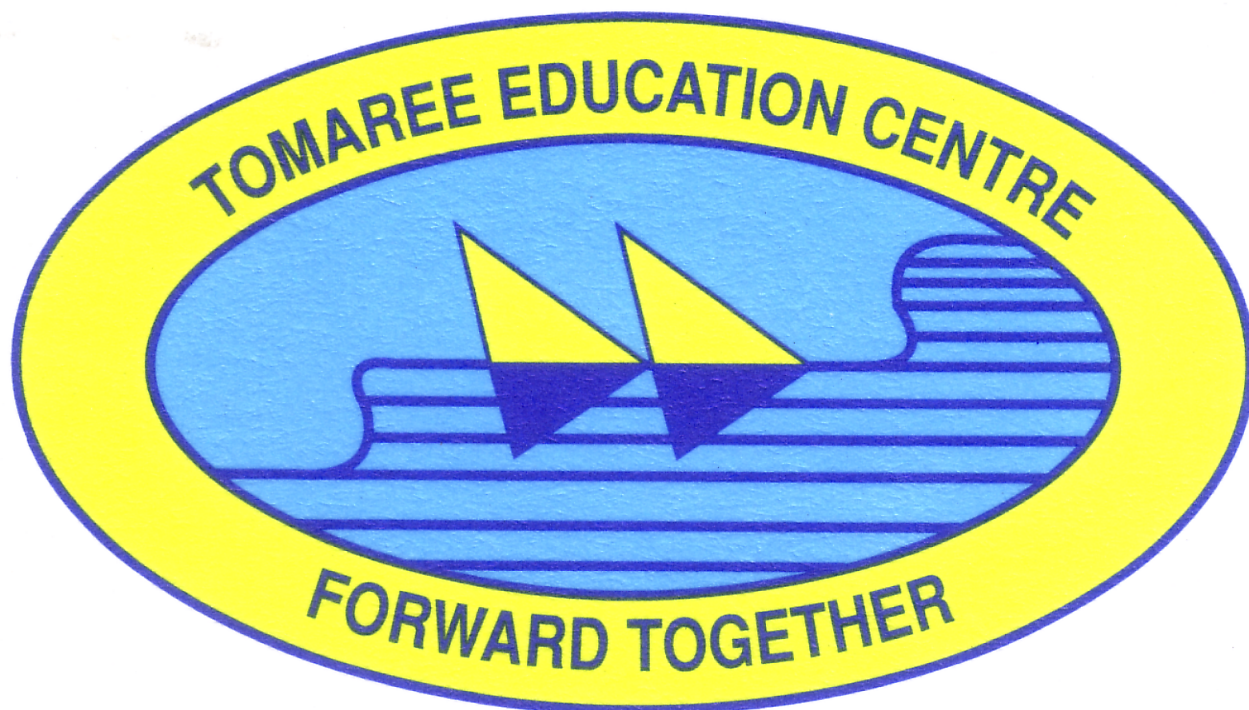


2020 Annual Report

Tomaree Public School



2723

Introduction

The Annual Report for 2020 is provided to the community of Tomaree 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

Tomaree Public School
Salamander Way
Salamander Bay, 2317
www.tomaree-p.schools.nsw.edu.au
tomaree-p.school@det.nsw.edu.au
4981 1595

School vision

At Tomaree Public School we develop meaningful partnerships with students, staff and the school community to inspire the development of active and engaged lifelong learners.

School context

Tomaree Public School is located in Port Stephens at Salamander Bay. Tomaree Public School is an integral part of the Tomaree Education Centre, with Tomaree High School and the Hunter Institute of TAFE. The three entities work in a unique partnership to enhance learning opportunities for students across the Tomaree Peninsula, utilising shared resources and facilities to be an effective provider of high quality education in the 21st Century.

Our school has a non - teaching principal, five assistant principals (one above establishment), 13 mainstream classroom teachers, 3 special education classes, a full time learning and support teacher, a full time Teacher Librarian and two support teachers. We are heavily supported by a SAM, a SAO, a GA and a number of SLSOs who all work tirelessly to support our vision.

The school population of 357 includes 20 Aboriginal students, 29 students of Defence force families and a small number of students with language backgrounds other than English. Our population is transient and we have regular deployment of Defence families, so we have a mobility rate which is high. Tomaree Public School caters for a wide range of student needs and interests, including performing arts, sporting, cultural, leadership, environmental, enrichment and academic pursuits, ensuring our students have a rich and varied education.

Tomaree Public School has a percentage of students not reaching expected growth in all areas of NAPLAN. Improving this result will be a strong focus for programs of improvement during the next three years.

Tomaree Public School is supported by an active P&C and has strong community links and developing partnerships. We work together to maintain a school environment that is safe, pleasant, well maintained and rich in learning opportunities.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning - Thriving, succeeding, connecting and learning

Purpose

To promote a student centred learning environment that supports student progress and achievement, using data and reflective processes to inform practice in order to meet individual needs.

Improvement Measures

At least 80% of students (including ATSI) demonstrate expected growth in Literacy and Numeracy.

100% of teaching and learning programs use data to differentiate and track student achievement.

Progress towards achieving improvement measures

Process 1: Research Informed Pedagogy

Teachers implement high quality professional learning and understanding in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
<p>Guided Reading PL was implemented throughout the year across the school. The feedback was positive with CTs stating there was value and a need to improve classroom practice. Guided Reading is now embedded in classrooms K-6, with strong focus on improving outcomes for all students by teaching explicit problem-solving strategies which match text levels. The staff expressed value in seeing how L3 and the Super 6 comprehension strategies were closely connected.</p> <p>The regular collection of text level data has not been completely successful yet but will be a target to embed next year, along with the input of Learning Progressions data.</p> <p>The Writing Initiative was paused in 2020 due mainly to COVID-19 and time constraints. CTs who were previously trained in the WI continued to teach the 6 strategies resulting in some positive gains. The ES1 and Stage 1 CTs felt the program was too sophisticated for many of their students and reverted to the L3 approach to teach writing for their students to acquire the basic writing skills first. The strategies were taught to the higher achieving Stage 1 students with some success.</p> <p>The staff continued to use Soundwaves for teaching spelling across the school, except for Early Stage 1 who feel it does not match the DoE suggested scope and sequence. Staff were surveyed to ascertain the value of the purchased program and it was decided to continue to use it in 2021 with some adjustments to cater for lower achieving students. The results and analysis of the Phonics Screening assessment assisted Stage 1 staff to adjust their spelling program and groupings in the later part of the year. This will continue in 2021.</p> <p>Numeracy</p> <p>Staff survey completed. Showed teachers needed most support in understanding QuN, and student goal-setting. Completed all PL sessions on Numeracy Learning Progressions and one session on goal setting. IL designed QuN Assessment tool and worked with CTs to assess all students K-6. Employed SAO to assist IL in creating QuN resources. Purchased equipment to support place value and counting. IL met with leaders from two other schools to gain deeper understanding of role.</p> <p>PL consisted of unpacking Additive Strategies (AdS) sub-element. We looked</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$15857.00)• Professional learning (\$25916.00)

Progress towards achieving improvement measures

how data can be used to address needs of individuals. Teachers identified how the AdS descriptors linked to the Mathematics Syllabus K-6, highlighting key language and skills that cross over between the two documents.

Process 2: Informed Data Use

Teachers plan for and implement quality teaching programs using a consistent and whole school integrated approach to programming, data collection and analysis to drive future directions.

Evaluation	Funds Expended (Resources)
<p>Handover information was created, collated and given to 2021 CTs. The data was also used to assist in forming 2021 classes and groupings for the COVID-19 support groups for 2021. Programming consistency was encouraged through the use of Professional Learning Days where time was allocated to stage planning in both teaching and learning programs, as well as assessment and subsequent analysis of data. This was done with the assistance of the Instructional Leader working one on one with teaching staff, and with Executive staff who led professional learning sessions.</p> <p>The Instructional Leader provided continuous support on areas of need for each teacher, including assessment strategies, data collection and analysis and goal-setting. They also carried out class visits and informal observations where teachers could receive instant feedback on their teaching.</p> <p>The Instructional Leader explored a variety of online mathematics assessment resources. Through an evaluation process, Essential Assessment was presented to staff and it was decided that this would be a resource which would be implemented in 2021.</p> <p>In 2020 the check In Assessments</p> <p>Year 3 Reading showed 57.7% of the students answered the questions correctly. Compared to 58.6% State and 55.2% SSG</p> <p>Year 5 Reading showed 59.3% of the students answered the questions correctly. Compared to 60.7% State and 57.1% SSG</p> <p>Year 3 Numeracy showed 59.6% of the students answered the questions correctly. Compared to 62.8% State and 59.3% SSG</p> <p>Year 5 Numeracy showed 58.0% of the students answered the questions correctly. Compared to 60.0% State and 56% SSG</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$101885.00)

Next Steps

- The WI will become a focus for 2021 and beyond with the intention to upskill all new staff and revisit the strategies for all teachers. The creation of marking rubrics matching the Learning Progressions will assist CTs in analysing writing samples to strengthen consistent teacher judgement across and within each stage.
- Revisit PL on Guided Reading and include lesson observations to further deepen CT's understanding and practice. PL on reading fluency K-6.
- Inclusion of Text Level and Learning Progressions data collection and analysis K-6 in assessment schedule to track all students.
- Purchase Soundwaves to use K-6 with ES1 adjusting the scope and sequence and including other resources to complement the program. Track students with pre and post tests each term.
- Two critical practices that were clear from the Situational Analysis were: 1) Meaningful literacy and numeracy assessment to ascertain students' learning needs, and 2) Quality TPL to improve teaching of literacy and numeracy. Instructional leadership, using learning progressions to monitor student achievement and clear goal setting are also effective strategies for literacy and numeracy improvement which will be continued in the new Strategic Improvement Plan 2020-2024.

Strategic Direction 2

Teaching - Commitment, collaboration and reflection for continued improvement and excellence.

Purpose

To provide a stimulating and engaging learning environment based on best practice in wellbeing and quality teaching.

Improvement Measures

All teachers demonstrate a high level of quality teaching practice.

Student engagement is improved by 20%.

Decrease behavioural incidents by 20%.

Progress towards achieving improvement measures

Process 1: Quality Teaching

Develop and implement high quality professional learning based on quality teaching and the Wellbeing Framework.

Evaluation	Funds Expended (Resources)
<p>In 2020 Tomaree Public School continued to deliver PBL in a very successful way. Due to COVID restrictions only online PL for PBL was provided, however, our PBL Team Leader provided new and current staff with support and a greater understanding of the PBL matrix and how using PBL can be successful in and out of the classroom. Our PBL team leader was allocated 1 hour a week to take behaviour observations on students when requested by the classroom teacher. That PBL leader would then provide differentiated strategies for the teacher to work on to help the identified student. All staff indicated on a survey that they felt they were provided with adequate knowledge and support to deliver PBL successfully.</p> <p>PBL leader and one other staff member participated in Tier 2 PBL (PL) online. Both staff brought back learnt knowledge from the training and are looking at starting a Tier 2 team in 2021.</p> <p>Analysis of behavioural data was taken twice a term (week 5 and 10). This allowed the PBL team to indicate what areas of behaviour the school needs to focus on, which drove relevant fortnightly PBL lessons. Data was collated and cross examined with previous data to see what area have decreased or increased.</p> <p>Staff demonstrated an understanding of targeted quality teaching elements in their day to day teaching. Four staff were selected to participate in the Quality Teaching Rounds, however, this did not go ahead due to COVID restrictions.</p>	<p>1. PL- PBL Tier 2 training (Casual relief for 2 teachers x 2 days)</p> <p>2. Data collection (half day casual relief x 2 x 4 terms)</p> <p>3. Quality Teaching Rounds- Did not go ahead</p>

Process 2: Systems for Teacher Feedback

Collaborative professional feedback to improve teaching and learning. This includes observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Evaluation	Funds Expended (Resources)
<p>1. All staff were supported by their supervisor in the PDP process. Staff put forward goals for their professional development. Throughout the year staff worked with their supervisor on their goals and how they could adapt their goals if PL was not available due to COVID restrictions.</p> <p>2. Our school's Instructional Leader Numeracy has provided staff with</p>	<p>1. PDP</p> <p>2. Instructional Leader</p>

Progress towards achieving improvement measures

support that has allowed them to meet their professional learning needs. Our Instructional Leader provided professional learning, data analysis and feedback, lesson demonstrations and collaboration opportunities for staff. Data feedback was used to support teachers in effective differentiation of numeracy learning activities.

Next Steps

From the results of the Tell Them From Me survey, a sense of student belonging was identified as an area of further focus. In 2021, student voice and goal setting will be an area for further development, with students being able to identify a staff member who can provide support.

PBL will continue in 2021 with the establishment of a Tier 2 team. Continued regular analysis of data will inform lesson and resource development to support students in developing and maintaining positive behaviours for learning.

Strategic Direction 3

Leading - Effective and sustained communication and connections

Purpose

To develop a school wide culture which maximises leadership opportunities, engagement and family partnerships to support student success.

Improvement Measures

1. Increase in parent/community engagement in school based activities and initiatives.

Increase effective two way communication systems by 20%.

Staff and students demonstrate an increased level of authentic leadership across the school.

Progress towards achieving improvement measures

Process 1: Communication Systems

Communication systems will be revised, evaluated and trialled.

Evaluation	Funds Expended (Resources)
<p>A whole school approach continued regarding Class Dojo with most parents and carers coming online to communicate with teachers and receive information regarding their child and their learning. This became extremely important during COVID lock down. Facebook continues to be popular among parents with an increase of the number of posts being accessed. All executive staff have access and can post to the Tomaree Public School site. To ensure we are able to concentrate on 3 key sites and sending out information to parents and carer (Tomaree PS website and Tomaree PS Facebook and Class Dojo), Skoolbag was phased out in Term 1 2020.</p> <p>During COVID lock down and subsequent phasing of staggered attendance for students returning to school, parents were supported via Microsoft Teams, home visits and regular phone calls in order to assist with home learning packages and student learning.</p> <p>Parent information sessions were held at the beginning of the year to allow parents and carers to meet teachers and learn about stage and classroom structures and strategies. A morning and afternoon session were trialed and proved to be successful.</p> <p>Student led conferences did not go ahead due to COVID restrictions. Teachers contacted parents via phone in order to discuss student progress. Consistent phone calls and check-ins were made by teachers during the home learning phase to provide assistance and advice.</p> <p>External providers were unable to work on the school site for a large portion of the year due to COVID. In Term 4, once restrictions were lifted, therapists were again able to work with the school to provide support for students with specific needs.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$10000.00)

Process 2: Parental Support

Upskilling of parents/community members in KLA's in order to support students in school and at home.

Evaluation	Funds Expended (Resources)
The swimming carnival saw a large number of parents volunteering to assist.	

Progress towards achieving improvement measures

This was the only whole school event that took place before COVID lock down and restrictions. We were unable to organise day and over night excursions or other whole school extra-curricular events.

During COVID lock down and subsequent phasing of staggered attendance for students returning to school, parents were supported via TEAMS, home visits and regular phone calls in order to assist with home learning packages and student learning. The Kindergarten Orientation and Year 6 transition activities were adjusted at a school based level to comply with COVID regulations.

Staff presented professional learning/information sessions at P&C meetings via Zoom, in order to disseminate information to the school community. The planned information sessions for parents regarding aspects such as Kindergarten orientation saw a very small number of parents respond via Microsoft Teams.

Process 3: Leadership Opportunities.

Leadership opportunities provided and supported through mentoring and feedback.

Evaluation	Funds Expended (Resources)
<p>Evidence of progress into PDP reviews.</p> <p>The option for staff to volunteer and take on extra-curricular roles in the school was restricted by COVID regulations. Staff relieved in higher positions and coordinated initiatives such as PBL, Strategic Direction Teams and Professional Development.</p> <p>Principal Support funding was used to create an off-class role for an Assistant Principal 1 day a week in order to assist with student welfare and professional learning across the school.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$18628.00) • Socio-economic background (\$15000.00)

Next Steps

In the 2021-2024 Strategic Improvement Plan, a major focus will be to continue to build and sustain relationships with students, staff, parents/carers and the wider community.

Identified needs moving forward include:

- Mentoring and observing opportunities with all staff in informal/formal settings
- Robust discussions about change processes before continuation or discontinuation. Evaluation information is shared and acted upon.
- Aligning meeting agendas across stages to ensure consistency in communication by allocating time for peer-review of programs and the presentation of relevant information.
- Drawing on expertise of teachers within the school to drive new initiatives and programs
- Collaborative planned data analysis to drive future directions
- Students are active participants in their learning. Goals and plans are co-constructed with students, teachers and parents and shared with all stakeholders, with regular updates.
- Collaboration for both development of learning and assessment tasks and CTJs to ensure consistency and validity of student grades.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$20 428.00) 	<p>Aboriginal and Torres Strait Islander (ATSI) students have been supported through the establishment of PLP goals and targeted SLSO support. This has led to an improvement in students social, emotional, cultural and cognitive well-being. The development and ongoing reflection of student PLPs has been effective in encouraging student ownership and self regulation to improve their learning. The SLSO structure and timetable has been highly effective in supporting students and teachers alike in social, emotional and cognitive well-being aspects as well as promoting cultural awareness and a sense of cultural pride. Whilst NAPLAN did not go ahead in 2020, data was gathered from the 2019 NAPLAN which drove the establishment of goals for ATSI students.</p> <p>The cultural program for ATSI students was severely affected by COVID, with outside agencies unable to enter the school for most of the year. The "Write in Right" program was also put on hold during lock-down, but was reinstated in Term 4 and this led to students attending fortnightly lesson with a member of the Murrook Cultural Centre. Students were provided with knowledge of their culture and activities that have enhanced a sense of pride for who they are and where they come from.</p> <p>NAIDOC activities were held in Term 4 and were class bases rather than across the school based due to the restrictions across cohorts. Students were engaged in a number of cultural activities that were integrated through Literacy, Numeracy, Science and PE.. All students had the opportunity to have a close look at the new large print of 'Aboriginal Countries' located on our school hall. ATSI students were able to show their class mates where they come from on the map.</p> <p>Attendance of ATSI students was flagged as a concern in Term 4, and are part of a new attendance initiative across the whole school.</p> <p>The establishment of a Junior AECG occurred in Term 4 with students attending the final meeting of the AECG for the year. In 2021, the elected Junior AECG members will continue in their roles and will be the voice for Aboriginal education across the school.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$18 031.00) 	<p>EAL/D students continued to be catered for within the LaST timetable to ensure specific learning opportunities were developed to cater for the language development of EAL/D students. This was achieved through the employment of a temporary teacher. SLSO support was redirected to assist students where possible. During COVID lockdown, a number of students identified as EAL/D did</p>

English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$18 031.00) 	<p>not attend school, so support packages were differentiated to allow access to meaningful activities. Resources purchased in 2019 assisted with the development of these programs.</p> <p>Data collected on these students will indicate whether they were negatively impacted due to the disruption to the school year and they will become part of the COVID Intensive Learning Support program in 2021.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$140 658.00) 	<p>Students requiring additional support were identified through the Learning and Support Team, which meets on a regular basis each week. This process is used effectively by parents and staff to identify students with additional needs. LaST and SLSOs provide effective support to both teachers and students to ensure students access the curriculum and continue to make progress at their level.</p> <p>SLSO and LaST support is regularly reviewed and modified where necessary to ensure effective support of students. Data is used to inform programming and lesson delivery, and this became a huge focus of the AP Teaching and Learning. Regular review of data informs modifications to groupings and programming. Due to COVID and the restrictions between cohorts, these groupings were changed to ensure restrictions were adhered to.</p> <p>Programs, plans and IEPs were regularly reviewed to ensure effective goal setting. Meetings were conducted with parents by TEAMS or phone due to COVID. Professional learning sessions and collaborative discussions with supervisors and LST coordinator supported class teachers in designing, implementing and modifying plans to meet individual needs.</p> <p>Proformas for the LST were finalised and implemented.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$71 756.00) 	<p>Under the QTSS initiative, executive and aspiring leaders are released from classroom responsibilities to engage in collaboration and discussion sessions, lesson observations and modelling. Some of the QTSS allocation was used to fund the discussion with the Assistant Principal, Teaching and Learning, as this was an above establishment position which only began in 2020. Due to COVID, a great deal of this allocation was used to assist teachers when preparing the home learning packages during the COVID lock down period.</p>
Socio-economic background	IL Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$101 885.00) 	<p>Professional Learning days for all staff were planned throughout the year. This ensured that staff had time to attend researched based school professional learning linked to strategic directions. School Services assisted with this process and work in differentiation became a focus through a distributive</p>

Socio-economic background	<p>IL</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$101 885.00) 	<p>leadership model. Staff focus groups were also a priority in the gathering of information for the Situational Analysis, used in the preparation of the Strategic Improvement Plan (SIP) 2020 - 2024. This was so successful, it will continue as a way of triangulating data as the SIP is evaluated each year. The extra money allocated to professional learning was not utilised in 2020 due to COVID lockdown and restrictions, and was rolled over at the end of 2020 to be used in 2021.</p> <p>Other focus areas were the building up of laptops for student use. These were purchased with P&C assistance. The school also purchased laptops for staff, a need that was highlighted during COVID lockdown, in order for staff to be able to communicate with parents and students. New monitors were purchased for use in the RFF, which underwent a refurbishment in the 2020. The school was handed back a meeting space from the Department of Health, and it was turned into a meeting room to enable staff a place to hold stage based professional learning, meetings with parents and Zoom and TEAMS meetings.</p> <p>A section of the driveway was replaced due to breaking down on the road, and an area of the playground turfed when the demountable was removed.</p> <p>Fencing was extended to ensure all classrooms were within the boundary fence, with a new walkway fenced to ensure direct access for students entering Area D.</p> <p>The library was redesigned, and a separating wall between the primary and high school areas built to assist with the redefining of the two areas, as well to help cut down noise travelling between primary and high school students.</p> <p>The school also used funds from 6100 to ensure the inclusion of an Instructional Leader at the school. An extra School Assistant Officer was employed to help maintain the tasks coming through the office.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$9 539.00) 	<p>As Support for Beginning Teacher funds were not expended in 2019, these were rolled over to 2020. Support for beginning teachers at the school was provided through professional learning as well as additional time for planning, mentoring and reflection of teaching practice. Time was allocated for both programming/assessment development and report writing. The Instructional Leader worked closely with the beginning teacher in order to provide a consistent and professional point of contact.</p>
Integration funding support	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Integration funding support (\$266 207.00) 	<p>All money within Integration Funding Support was used to provide assistance for students who had been identified as requiring</p>

Integration funding support	Funding Sources: <ul style="list-style-type: none"> • Integration funding support (\$266 207.00) 	<p>additional support. This support focused on the use of SLSO staff in classrooms, who were able to assist both the child and teacher in order to enable those identified students to access the support and resources to meet their educational needs.</p> <p>A detailed and specific timetable was used to ensure all funds allocated to the child were expended in 2020.</p>
------------------------------------	--	--

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	183	179	179	176
Girls	176	173	178	176

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.7	92.8	92.5	96.2
1	95.3	93.2	92.9	93.7
2	94.1	94	92.2	93.5
3	93.5	92.8	92.1	93.4
4	93.7	92.5	92.6	92.8
5	92.5	92.6	89.7	92.6
6	93.4	92.1	92.6	92
All Years	93.8	92.8	92	93.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.02

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	566,992
Revenue	4,047,718
Appropriation	3,963,819
Sale of Goods and Services	22,108
Grants and contributions	60,964
Investment income	827
Expenses	-4,034,904
Employee related	-3,745,463
Operating expenses	-289,440
Surplus / deficit for the year	12,814
Closing Balance	579,806

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.

	2020 Approved SBA (\$)
Targeted Total	258,418
Equity Total	281,002
Equity - Aboriginal	20,428
Equity - Socio-economic	101,885
Equity - Language	18,031
Equity - Disability	140,658
Base Total	3,046,481
Base - Per Capita	89,583
Base - Location	4,359
Base - Other	2,952,539
Other Total	280,501
Grand Total	3,866,401

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

School performance - NAPLAN

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

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

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020 students from year 4 to 6 completed the Tell Them From Me survey (TTFM). Social-emotional outcomes of students saw a small positive improvement. 72% of students felt a sense of belonging, 83% felt their behaviour at school was positive and 67% felt interested and motivated while they were at school. This was a 12% increase across all three categories from 2019 to 2020. The 2021 Wellbeing target for Tomaree Public School will be to achieve 85% or higher in all categories mentioned.

Through the Tell Them From Me survey and parent consultation, 91% of parents/caregivers stated that their children are happy to attend Tomaree Public School. Forty-two percent stated they felt they were not given enough information about their child's progress in reading and Mathematics. It is noted that Student Led Conferences did not take place in 2020 due to COVID, with phone calls to parents taking the place of these face to face meetings. Parents scored a mean of 6.6 when asked about issues being dealt with in a timely manner and 6.4 when discussing the prevention of bullying.

The TTFM staff results indicate that staff felt that whilst student goals were established with children (7.0) and were shared with parents (7.0), there was a definite acknowledgement that more professional learning on giving feedback within digital technology was required (4.7) as was the use of technology by students to track progress towards achieving goals. (3.7).

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.