



# 2020 Annual Report

Teralba Public School



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# Introduction

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

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Teralba Public School

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## School vision

At Teralba Public School we are committed to valuing, nurturing, and developing the whole child socially, emotionally and academically. As a community we strive to develop skills that support lifelong learners and believe that education is empowering and can make a difference. We guide, inspire and challenge our students to become creative, resilient and resourceful, succeeding today and being prepared for tomorrow.

## School context

Teralba Public School is a small school on the northwest shores of Lake Macquarie in the Hunter region based on the land of the Awabakal people.

It has 18% of students identifying as having Aboriginal heritage.

Teralba Public School has an Index of Community Socio-Educational Advantage (ICSEA) of 917. The Australian average is 1000. We have a Family Occupation and Education Index (FOEI) number of 133.

Teralba Public School has strong connection with the school community and the wider community through the P&C. Staff actively seek consultation from the local AECG, Mankillikan, and Aboriginal parent body.

Teralba Public School entered the Early Action for Success (EAfS) program in 2014, a strategy aimed at improving students' performance through a targeted approach in early years of primary school, and thus we employed an Instructional Leader to assist the teaching and learning programs in the junior years.

Teralba Public School has been heavily involved in evidence based Learning and Wellbeing programs such as PBL and all K-2 staff are trained in and use Language, Learning and Literacy (L3). Staff are all trained and practice BNL throughout all classrooms.

## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Rich engaging and diverse learning

### Purpose

Teralba Public School students are engaged in rich, meaningful learning experiences, developing the vital skills for flourishing at school. All students are supported to make informed decisions that enable successful future learning, social and emotional interactions and employment opportunities. Our students will become equipped with the necessary skills required to make informed contributions as citizens and leaders now and into the future.

### Improvement Measures

Increase the percentage of students achieving higher than expected growth in literacy and numeracy, based on internal school progress and PLAN 2 achievement data.

Increase the percentage of students achieving minimum stage appropriate outcomes in all 4 areas of ACARA's 'Critical and Creative Thinking' continuum.

Reduce the number of negative school based data incidents each year, including the number of students attending Reflection Room.

### Overall summary of progress

Staff at Teralba Public School develop and foster a learning environment that is "rich engaging and demonstrates diverse learning".

In 2020 staff faced a variety of obstacles in delivering rich, engaging and diverse learning due to the COVID Pandemic. This included a period of time (April, May and June) in which students were offered 'flexible' learning options. Flexible learning consisted of a curriculum that was able to be delivered to students at home as well as at school. In reviewing this period not all students accessed work in this period whilst others were present at school the whole time or completed set tasks whilst working from home.

Due to COVID, NAPLAN was not conducted and thus NAPLAN progress measures were not taken. The NSW DoE introduced 'Check-in' assessments and data indicates a positive growth for the majority of students despite the COVID disruption. Higher than usual students achieved little to no growth with these students identified and targeted with additional support from the LAS team.

No progress was made on ACARA's 'Critical and Creative Thinking' continuum. Staff will review this progress measure to see if it is still relevant in the new SIP (2021-2024)

Negative incidents as recorded in SENTRAL decreased from 2019. More students attended PBL rewards day on 'Platinum' in 2020. This indicates that generally students are improving behaviours as the number of students attending reflection room was significantly lower in 2020. More students attained 'PBL Champions' status in 2020 compared to 2019, indicating an increase to positive behaviours.

Reviewing data, staff recognised that most students have made pleasing progress in most areas targeted.

### Progress towards achieving improvement measures

#### Process 1: *Student Wellbeing*

In line with the Wellbeing Framework for Schools, refine and improve an integrated whole school and community approach to student wellbeing.

Evaluation	Funds Expended (Resources)
In evaluating the impact of student wellbeing, staff recognise that systems at Teralba Public School have had a very positive impact on all aspects of student progression. This is reflected in achieving Excellent in the annual SEF SaS.	Other funding sources include: National School Chaplaincy Grant :\$20280
The Learning and Support (LAS) team meet regularly to discuss individual	Equity funding to support "Student

## Progress towards achieving improvement measures

students and what needs to be put into place to support students throughout the school. The LAS team work closely with parents, staff and the School psychologist in this work.

The impact of this success was measured with the numbers of students attending PBL rewards day, students attending reflection room and suspension rates.

Wellbeing Support Program" \$14000

### Funding Sources:

- Low level adjustment for disability (\$15000.00)
- Socio-economic background (\$20000.00)

## Process 2: Curriculum and Learning

There is a school wide systematic approach towards developing and implementing high quality teaching that directs individualised future learning for all students.

Evaluation	Funds Expended (Resources)
<p>The 5th Class was a very positive addition to the school. Reduced class sizes, targeted grades, less multi grade classes, and increase in staff numbers was assessed by staff, students and parents as a positive to the school.</p> <p>Staff professional development in 2020 was limited due to COVID. This meant that majority of PD was conducted by school executive, including Principal, Instructional Leader and LAS teacher.</p> <p>The LAS team were able to revise systems that allowed for greater impact of students that missed significant periods of time due to COVID.</p> <p>New reading systems were explored with PD attended (online) for the Kindergarten teacher. Following the success of this training it will be expanded in 2021 to train remaining 'junior' staff.</p>	<p>Instructional Leadership. TPS employ an Instructional Leader 2 days per week under the EAfS program.</p> <p>Additional Teacher funding source included funding from Socio-Economic Background, Principal support funding and School and Community funding (Rollover funds)</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Early action for success (\$58000.00)</li> <li>• Socio-economic background (\$109384.00)</li> </ul>

## Next Steps

Looking forward, Staff recognise the strength and success of the heavy focus and investment in Wellbeing systems, including the Student Wellbeing Officer, additional LAS teacher day and PBL rewards and systems. Staff recognise that for ongoing success this continued focus is needed. Looking at school data other areas for development includes greater resilience in students, particularly when faced with difficult work. The Student Wellbeing Officer and LAS team will work with staff to develop programs that focus on resilience training for students, staff and the community.

In 2020 staff recognised that the additional class contributed positively to the outcomes of students. This was demonstrated through in school data collected. In 2021 it will not be necessary to school fund this position as anticipated numbers will see DoE fund the class. Staff recognise the need to train new staff in current education systems in order for a consistent approach to quality teaching across the school. Improved data tracking will also assist staff in identifying areas of focus for teaching. Data indicates that students need to improve in mathematics. Professional development and a greater focus in this area will be completed in 2021.

## Strategic Direction 2

Committed, collaborative and accountable teaching

### Purpose

Teaching at Teralba Public School is distinguished by high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence based. Individually and collaboratively, all teachers evaluate the effectiveness of their teaching, with a shared responsibility for student improvement through the observation of each other's practices.

### Improvement Measures

All teaching staff use PLAN2 data to inform and differentiate all teaching and learning programs.

All teachers have an in-depth knowledge of the Literacy and Numeracy Progressions with an ability to link this to classroom practices and syllabus outcomes.

There is an increase in the proportion of students demonstrating active engagement within their learning.

### Overall summary of progress

In 2020, all staff used PLAN 2, under the guidance of the school Executive and Instructional Leader.. This was used to track student progress. Majority of staff used this data to direct teaching and learning programs.

Staff received some professional development in Literacy and Numeracy progressions with some staff linking this to classroom practices and syllabus outcomes.

Due to COVID restrictions there was a period of time in which students engaged in learning at both school and at home. During this period of time more than 25% of students did not engage in set tasks on a regular basis. On average 35 to 55% of students attended school.

Outside of COVID restrictions, staff observed an increase in student engagement with data indicating that a higher percentage of students completing set tasks for an increased time.

### Progress towards achieving improvement measures

#### Process 1: *Evidence Based Pedagogy*

Staff analyse and interpret student data to inform and direct school planning, teaching and learning. All teaching programs are underpinned by well researched evidence based pedagogy that enhances student engagement and learning opportunities.

Evaluation	Funds Expended (Resources)
<p>Staff developed a deeper understanding of learning progressions and continued to develop quality lessons in literacy and numeracy.</p> <p>Purposeful, relevant and explicit learning intentions and success criteria were not present in all classrooms across the school</p> <p>Determining authentic student learning goals in reading, comprehension and writing was not present in all classrooms across the school</p> <p>Purposeful and timely student feedback was completed throughout the school. This was observed by executive staff</p> <p>Purposeful and relevant formative assessment was completed across the school.</p> <p>National Literacy and Numeracy documents, software and utilisation in teaching and learning programs was present in some classes throughout the</p>	<p>EAFS: The Instructional Leader led staff in quality professional development and data analysis</p> <p>Staff release time for data collection, Instructional leader mentoring and professional development.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Early action for success (\$58000.00)</li><li>• Socio-economic background (\$10000.00)</li></ul>

## Progress towards achieving improvement measures

school.

### Process 2: *Evaluation Strategies*

All staff and students buy into an evaluative culture whereby rich dialogue, self reflection and peer observation are key contributors towards maximising teaching and learning effectiveness.

Evaluation	Funds Expended (Resources)
<p>Are students developing skills in working mathematically? Using Data, staff observed that this is still an area for ongoing development.</p> <p>Purposeful and timely student feedback was achieved throughout the school with a few small areas for future development observed.</p> <p>Developing understanding of big ideas in Mathematics and incorporating relevant ideas into differentiated teaching and learning programs. This was not achieved in 2020</p> <p>Quality mathematical pedagogy incorporating working mathematically. This was observed and noted that there was some inconsistency in developing students skills in working mathematically across the school.</p> <p>Purposeful and relevant formative assessment. This was completed across the school on a regular basis.</p>	<p>EAFS- Instructional Leader used to professional develop all staff in the area of mathematics.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Early action for success (\$58000.00)</li></ul>

### Next Steps

In 2020 staff developed a deeper understanding of using PLAN 2 data in writing and completing teaching programs. Anticipating significant growth in 2021 and beyond, Teralba PS will develop a more consistent approach to teaching mathematics with an improved scope and sequence developed.

Student learning intentions and goals will be utilised more across the school with observable goals within all classes an improvement measure for 2021.

Using data gathered in PLAN 2 to plan a differentiated teaching program is also a goal into the future.



## Strategic Direction 3

Supportive, strategic and inspiring leadership

### Purpose

Strong, strategic and effective leadership is fundamental to school excellence. Excellent leaders have a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, social development and success. Teralba Public School staff are highly committed to realising the school's vision through inspiring leadership in staff and its students, and by planned and proactive engagement with parents and the wider community.

### Improvement Measures

Increase the proportion of parents that are satisfied with the communication received.

All teaching programs, aligned with student work samples, demonstrate a well researched performance culture that is directed by current best practice to embed high expectations, with a clear focus on student progress.

Increase in staff accessing leadership opportunities which support the school vision.

### Overall summary of progress

In 2020 Teralba Public School was presented with a unique opportunity for increased and different communication to parents due to COVID. This unique opportunity saw teachers contacting parents and families both via telephone and zoom on a weekly basis. Families reported that they enjoyed that teachers made the effort to check in and developed a deeper appreciation for the role of the classroom teacher. Other parents reported that due to the COVID restrictions that they felt disconnected from the school because they were unable to enter.

Staff demonstrated through teaching programs, both in school and during COVID that best practice models were adopted throughout the school. This was shown through programs, classroom observations and classroom displays.

More leadership opportunities were afforded staff. This included leading Teaching Sprints, PE-PD-Health new syllabus implementation, reading across the school.

### Progress towards achieving improvement measures

#### Process 1: *Leading Through Communicating*

Through effective communication systems, high expectations of aspiring and current leadership qualities are fostered and enhanced for staff, students and the wider community.

Evaluation	Funds Expended (Resources)
<p>COVID presented a unique opportunity to develop communication channels with parents and community. This was due to students learning flexibly from home and school, communication of updated guidelines and communication of school activities because parents could not attend school. Communication methods included Facebook, School Newsletters, SkoolBag App, Zoom and increased phone calls.</p> <p>Although communication frequency increased, staff observed that this did not develop stronger partnerships with parents in education. Staff felt that due to COVID restrictions these partnerships were harder to foster.</p> <p>Parent workshops did not operate due to COVID</p> <p>This year, student leaders were presented with a unique opportunity to lead school assemblies 'virtually'. Other leadership opportunities were restricted. Whole school leadership (Student council) did not move forward.</p>	

#### Process 2: *Research Informed Pedagogy*

## Progress towards achieving improvement measures

### Process 2:

Leaders develop and implement high quality professional learning that is supported by research based best practice, underpinned with an expectation of improved literacy and numeracy standards across the school.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Formative and summative assessments in reading and writing: Staff continued to be supported in using formative and summative assessment in class. This assisted in informing differentiated teaching and learning programs.</li><li>• Programming annotations for differentiation, anecdotal notes and evaluation were assessed and further development is needed</li><li>• Programs guided by authentic student learning needs.</li></ul>	Instructional Leader Learning and Support Teacher

### Next Steps

With significant change in staff over the past 18 months (2 permanent teachers and an IL) a new focus for professional development will be needed. Teralba PS will look to have a consistent approach to classroom practices with the new Instructional Leader working closely with new staff to ensure high quality teaching and learning programs.

Data indicates that reading comprehension and mathematics needs continued focus and this will drive professional development in 2021.

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<p>Aboriginal background loading funds were used in a variety of ways across the school. This included employment of teaching staff to support specific programs that targeted Aboriginal student growth in literacy and numeracy as well as attendance.</p> <p>Employment of additional SLSO staff to support student needs was also used.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$19 407.00)</li> </ul>	<p>Staff and students were satisfied that TPS addressed the needs of the Aboriginal students but also acknowledged there was more that could be done. Data indicates that on average Aboriginal students are attaining growth data at a similar rate to non-Aboriginal students. To improve further a focus on student attendance and comprehension is needed.</p> <p>Overall staff felt that a deeper understanding of Aboriginal culture and how to address specific student needs in literacy, numeracy and attendance would help student growth.</p> <p>Deadly Streaming has had a large positive impact on all senior students. This includes a reduction in negative behaviours and increased engagement in class. Extension of Deadly Streaming program will be explored in 2021 with a 'Junior Deadly Streaming' program being developed.</p>
<p><b>Low level adjustment for disability</b></p>	<p>Additional LAS teacher 1/2 day per week \$10000</p> <p>Additional</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>(\$11 403.00)</li> </ul>	<p>Student wellbeing markers indicated that student attendance did not improve for students that were attending less than 85%. This will become a focus area in the future.</p> <p>Over 78% of all students spent quality time with the Student Wellbeing Officer either in one to one sessions or small targeted group sessions</p> <p>All students who spent time with the Student Wellbeing Officer felt it was positive and they liked it.</p> <p>Additional SLSO time contributed positively to student outcomes with a greater number of students accessing additional support in class</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>(\$15 642.00)</li> </ul>	<p>Staff reported that the additional class teacher was a positive for the school as they felt they had more time to complete set tasks and less responsibility outside of their own classroom leaving greater time to focus on teaching and learning.</p> <p>Staff recognized that the increased class also significantly reduced the number of students in their class with more time being spent with all students.</p> <p>Due to COVID and change in school leadership for term 1, less time was spent on Teaching sprints throughout the year. This resulted in only 1 sprint being completed in term 4. Looking forward, staff recognise the impact that Teaching Sprints has on student outcomes and will complete a total of 6 teaching sprints in 2021.</p>

<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$15 642.00)</li> </ul>	<p>Data indicates that greater focus on Mathematics in particular Mathematical comprehension, is needed in the future.</p>
<p><b>Socio-economic background</b></p>	<p>Resources are distributed in a variety of activities to support student learning.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$66 237.00)</li> </ul>	<p>Student Data indicates an upward trend in student growth data indicating that money expended had a positive effect.</p> <p>Student wellbeing data shows a reduction in critical incidents.</p> <p>PBL rewards day data indicates that more students attended the whole PBL rewards day, indicating a reduction in Red Cards.</p>
<p><b>Early action for success</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Early action for success (\$58 000.00)</li> </ul>	<p>EAFS provided a variety of opportunities for staff to develop a deeper understanding of data and using data to drive pedagogy.</p> <p>Looking forward, the Instructional Leader will work closer with staff in driving the whole school mathematics scope and sequence, support beginner teachers in establishing strong classroom practices and drive professional development in Mathematics, Phonemic awareness and reading comprehension.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	36	42	48	53
Girls	29	28	33	46

Data indicates a sharp increase in student enrolments since 2017. This trend is expected to continue over the next few years.

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94	92.2	95.3	95.2
1	96.5	91.6	89.9	89.9
2	97.2	94.9	95.1	90.4
3	96.2	93.7	94.6	89.2
4	86.4	93.9	97	95.9
5	89.4	83.2	93	89.9
6	92.5	86	83.8	92
All Years	93.2	90.6	92.5	91.5
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

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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
Classroom Teacher(s)	3.58
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.41

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	366,138
<b>Revenue</b>	1,252,086
Appropriation	1,225,190
Sale of Goods and Services	831
Grants and contributions	22,591
Investment income	474
Other revenue	3,000
<b>Expenses</b>	-1,335,881
Employee related	-1,159,155
Operating expenses	-176,727
<b>Surplus / deficit for the year</b>	-83,795
<b>Closing Balance</b>	282,343

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	166,262
<b>Equity Total</b>	129,763
Equity - Aboriginal	19,407
Equity - Socio-economic	66,237
Equity - Language	0
Equity - Disability	44,120
<b>Base Total</b>	804,701
Base - Per Capita	19,481
Base - Location	0
Base - Other	785,220
<b>Other Total</b>	110,243
<b>Grand Total</b>	1,210,969

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

### Student Feedback Tell Them From Me Survey 1

Our school rated highly due to the work the school is doing around Positive Behaviour for Learning and embedding social and emotional learning. In the area of Social-Emotional Outcomes our school's mean data was 88%, 5% about State average in all grades. 67% of all students participated in extra-curricular activities, 12% higher than State. In a school conducted survey of students in grades 2-6 more than 45% of students said Sport or PE was their favourite thing to do at school. Students with positive sense of belonging was 72%, 9% lower than State average. 88% of Students felt they had positive relationships in school with 92% of girls feeling this. 69% of students were interested and motivated in their learning at school 9% lower than State average of 78%. 88% of students reported trying hard to succeed at school, the same as State average.

Reviewing the 'snapshot' in comparison to 2017 the two major improvement areas for Teralba PS are 1. Participation in Extra-curricular Activities (33% growth) and Sense of Belonging (11% increase). The greatest fall as reported by students is 'Values School Outcomes (-12%)

### Staff Feedback.

Staff were asked to participate in the annual 'People Matter' survey. Of the staff that participated the areas of 85% of staff reported they were supported in their workplace, 82% reported they felt trusted and that the school looked at way to continually improve. Areas for development include the Staff recruitment process.

Informal feedback through the 'Professional Development Plan' process has identified that majority of staff enjoy working at Teralba and believe that the school offers good opportunities to develop within their career. Majority of staff felt well supported in their job. Staff would like more opportunities to develop leadership skills and a deeper understanding of Aboriginal education.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.