

2020 Annual Report

Toormina Public School



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Introduction

The Annual Report for 2020 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.

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School vision

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 high potential and gifted education, 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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

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.

Overall summary of progress

Unfortunately, due to COVID-19, the NAPLAN assessments did not go ahead in 2020. The school had positive Check-in Assessment results but this data is not directly comparable with NAPLAN-based targets.

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)
Tighter structures for tracking student attendance and follow up procedures were implemented. Positive attendance systems were developed in readiness to commence with the new school year to align with the new attendance procedures and embedded in the Strategic Improvement Plan 2021-2024.	

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 implementation of student support plans in GoalHub was delayed due to the interruption of Covid in term one. The training was implemented for GoalHub prior to Covid but the break served to break the impetus of this initiative. Staff training around meeting specific student needs and implementing positive differentiation to support student learning needs in class.	

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 have collaboratively analysed student progress with additional time	Funding Sources:

Progress towards achieving improvement measures

allowed in stages. This process identified the need to timetable shared stage RFF and instructional leader support for 3-6.

- Socio-economic background (\$3000.00)

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

Evaluation	Funds Expended (Resources)
This situational analysis and the Tell Them From Me Survey results pointed out that this is an area for further support. Once again the Tell Them From Me Survey did not attract the minimum number of responders to get any feedback for our school.	

Next Steps

Student Growth and Attainment will be the name of the new strategic direction, following a thorough school review to complete the situational analysis. This will include adding an additional instructional leader (3-6) to complement the instructional leader (K-2) and allow for succession planning and transition from Early Action for Success at the end of 2021. Another focus will be on teacher use of data to support their students' learning. Attendance and Wellbeing will move to the second strategic direction in 2021.



Student Growth and Attainment will become the first strategic direction for the 2021-2024 Strategic Improvement Plan.

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.

Overall summary of progress

The impact of the learning sprints was impacted by Covid and showed us that short term bursts are easily interrupted. Instead in 2021, the school will implement year-long processes that are routine and less likely to be interrupted. All classroom teachers will be supported by an instructional leader for this process.

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)
The school received positive results in our Check-In Assessments in both numeracy and literacy, however, literacy results were considerably higher. In reviewing the role of the interventionist, the role was undertaken in a highly professional and successful manner but the school staff felt that an additional instructional leader to support 3-6 would have a more direct impact.	Interventionist teaching position Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$45656.00)• Aboriginal background loading (\$17438.00)• Literacy and numeracy (\$5129.00)

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)
With the implementation of an additional instructional leader in 2021, the school felt that a more regular process of stage planning and reviewing of student data would be more beneficial with staff from the same stage off class at the same time for planning and reviewing of data. Instead of Teaching/Learning Sprint, we will initiate Instructional Afternoons with all class teachers meeting with their instructional leader each fortnight for the full year.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$12000.00)

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

Evaluation	Funds Expended (Resources)
The Covid intensive support funding in 2021 will allow Support Teachers Learning to support students previously targetted by the interventionist role. Instead, the school will implement a second instructional leader position for	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$40000.00)

Progress towards achieving improvement measures

2021.

Next Steps

Wellbeing will become a focus for 2021, incorporating attendance and promoting a sense of belonging, high expectations and advocacy as highlighted by the premier's priorities. High-Quality Teaching will become the third strategic direction in 2021.



Wellbeing will become the second strategic direction for the 2021-2024 Strategic Improvement Plan.

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.

Overall summary of progress

Implementing an interventionist was a sound strategic move for our school and highlighted the need to support students in a 'bump it up' style of support. It developed leadership and coordination skills of staff and provided good tracking of student data and positive student results in the check-in assessments, despite the cancellation of NAPLAN.

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)
The situational analysis helped the school to review the role of interventionist and instructional leader in light of EAfS advice for 2021, indicating another year with Early Action for Success. To allow for a better transition, the school will employ an additional instructional leader (3-6) to work with the EAfS instructional leader (K-2). The following year, we will likely have one instructional leader K-6.	

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

Evaluation	Funds Expended (Resources)
The new professional learning plan for 2021 will align with the strategic improvement plan with a more consistent theme-based learning building upon previous learning. It will keep the main thing the main thing with fewer distractions.	

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

Evaluation	Funds Expended (Resources)
Enrichment Groups did not go ahead this year due to the interruption of Covid and limitations on adults visiting schools and the inability to create cross-stage groups for much of the year.	

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

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
This support structure successfully supported the staff member to attain a relieving assistant principal position for 2021.	

Next Steps

Quality leadership and quality teaching will merge in the 2021-2024 Strategic Improvement Plan to support collaborative practice and feedback as well as planned learning development for all staff. Instead of an interventionist position in the next school plan, an additional instructional leader will be created in 2021. Learning support teachers will include interventionist strategies.



High-Quality Teaching will become the third strategic direction for the 2021-2024 Strategic Improvement Plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$46 488.00)	This provided time for executive staff to fully support and supervise their teachers' professional growth.
Socio-economic background	Funding Sources: • Socio-economic background (\$240 948.00)	Socio-economic background funding helped to provide students with additional academic and wellbeing supports. It also partially funded the school interventionist role in 2020.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$14 130.00)	Beginning teachers were provided additional executive support and additional release from face to face teaching for planning and professional development.
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$65 680.00)	Aboriginal background funding helped to provide students with additional academic and wellbeing supports. It also partially funded the school interventionist role in 2020.
English language proficiency	Funding Sources: • English language proficiency (\$3 381.00)	This funding helped to co-fund an SLSO to support students with English proficiency needs in the classroom.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$166 836.00)	This funding enabled the school to employ a full time learning support teacher to support the learning needs of identified students. Flexible funding also allowed the school to co-fund school learning support officers to support students in class.
Early Action for Success	Funding Sources: • Early action for success (\$167 336.00)	The employment of a full-time instructional leader to support, monitor and professionally develop staff has had a wonderful impact on our K-2 student results. This has led us to plan for an additional instructional leader supporting years 3-6 in 2021.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	138	154	144	146
Girls	134	127	111	117

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.6	94.5	92.7	92.4
1	91.9	91.6	92	92
2	93	92.1	89.6	92.7
3	92.1	91.8	89.7	90.1
4	92.6	90.8	91.8	91.3
5	92.6	91.8	91.4	93
6	92.2	91.3	90.7	92.6
All Years	92.6	91.8	91.1	92.2
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)	9.98
Literacy and Numeracy Intervention	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, 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	413,321
Revenue	3,698,986
Appropriation	3,641,134
Sale of Goods and Services	40,018
Grants and contributions	16,949
Investment income	886
Expenses	-4,077,478
Employee related	-3,511,069
Operating expenses	-566,409
Surplus / deficit for the year	-378,492
Closing Balance	34,830

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.



Newly installed playground equipment - a long-term project of the school and our P&C.

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	135,154
Equity Total	459,766
Equity - Aboriginal	65,680
Equity - Socio-economic	223,869
Equity - Language	3,381
Equity - Disability	166,836
Base Total	2,007,982
Base - Per Capita	61,329
Base - Location	2,056
Base - Other	1,944,598
Other Total	775,453
Grand Total	3,378,355

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

We would like to thank our parent/carer and school community for their patience during the COVID-19 interruptions and access to our school throughout 2020. This interruption impacted our school events, P&C meetings and general visits to our school and classrooms. To gain parent feedback to review our progress and plan for the Strategic Improvement Plan, the school organised phone interviews with a large proportion of families. These responses provided great assistance towards our planning and parent/carer views aligned with student and staff views as well as collected data.

From the surveyed families, 78% felt included as a partner in their child's education. The largest response to our question asking what we do well, highlighted positive communication and support from school for students and their families. When asked if there was anything else they would like to add at the end of the survey, the large majority of responses were positive and glowing about our school and staff.

All parent responses were collated and informed the development of our Strategic Improvement Plan 2021-2024. Thank you to families who were able to give us feedback.

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.