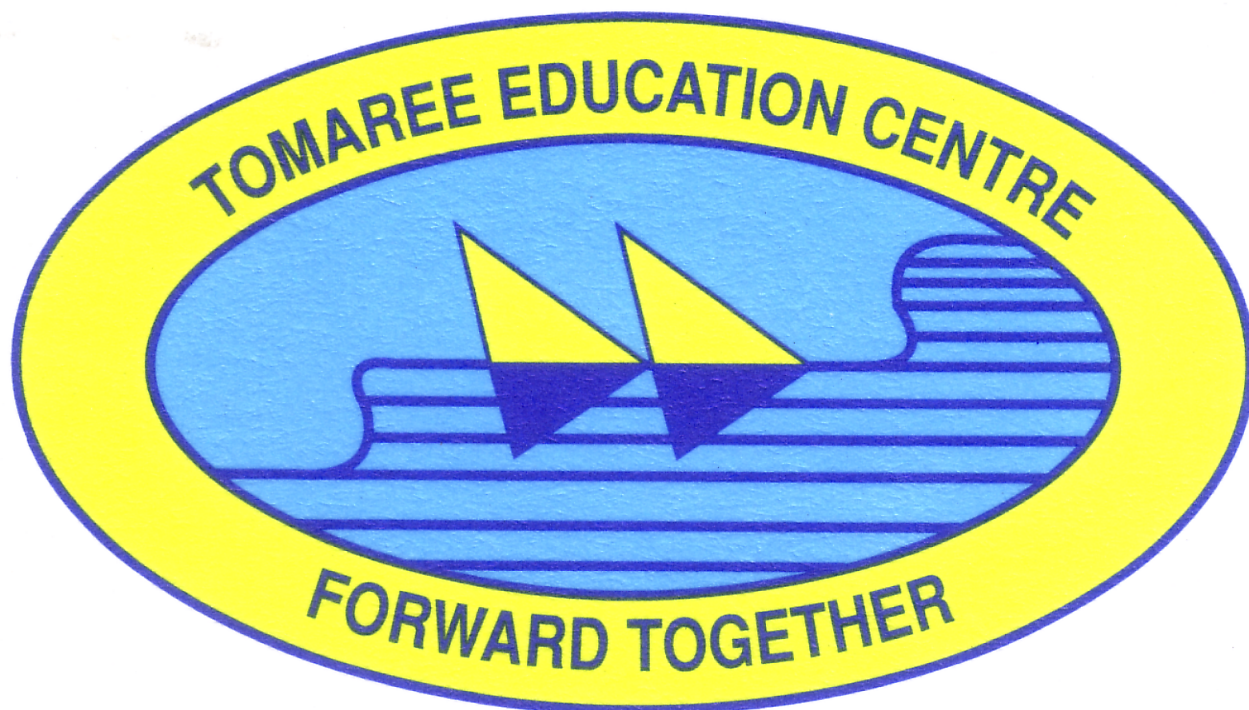


2021 Annual Report

Tomaree Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Message from the principal

This year presented us with many challenges through the Covid-19 pandemic; however, the Tomaree PS community worked cohesively to ensure learning, wellbeing and safety of students remained core priorities. Effective partnerships between staff, students and families ensured a continuation in learning for all students.

During the later half of the year, we undertook the External Validation process. This process is an important component of a system-wide approach to school excellence. We are proud of our commitment to continual improvement and will use the evidence and suggestions from the External Validation panel report to reflect and refine whole school systems and processes to support Tomaree PS students to further connect, succeed and thrive in their schooling and beyond.

We are truly grateful for the connections we have with our wider school community and we look forward to strengthening this partnership even further as we emerge from the Covid-19 restrictions.

School vision

Tomaree Public School aspires to be an inclusive learning community dedicated to ensuring all students are known, valued and cared for by focusing on developing meaningful partnerships with staff, students and the school community.

School context

Tomaree Public School is a regional, coastal school located in Salamander Bay at Port Stephens. Tomaree Public is an integral part of the current Tomaree Education Centre, along with Tomaree High School and the Hunter Institute of TAFE. This arrangement will undergo a significant change over the next 12 months, as TAFE begins its transition to its new site within Salamander Bay. The values of Respect, Responsibility and Personal Best underpin the school's overall culture and drives improvement at the school.

The school population is currently 335. This includes 37 students who identify as Aboriginal (11%) and 22 students from Defence Force families (6.55%) and a very small number of students with EAL/D backgrounds. Our school population is transient which leads to a high mobility rate, partly due to Defence deployment.

Tomaree Public has a non-teaching principal, five assistant principals (AP Teaching and Learning is above establishment and school funded), 13 mainstream classroom teachers, 3 special education teachers and 3 permanent SLSOs who work in the Multi-Categorical classes, a full time learning and support teacher, a full time librarian, 3 support/RFF teachers, a COVID Intensive Learning Support Teacher (2021) and a Technology Support Officer (TSO) one day a week. Tomaree's School Administrative Support Staff (SASS) allocation is 6.022. This constitutes a School Administration Manager (SAM), a General Assistant (GA) 3 days a week, and a full time and a part time School Administration Officer (SAO). This is supplemented through school funds by .6 to allow further assistance in the office area.

Tomaree Public School is a member of the Tomaree Learning Community (TLC) consisting of Tomaree High School and its partner schools, Soldiers Point, Anna Bay, Shoal Bay and Bobs Farm. Principals meet regularly each term to discuss issues pertaining to their own schools and the TLC, as well as to organise events such as the shared Education Week Award night.

Tomaree Public School has a very small, but dedicated P&C. The canteen is run by a canteen manager, employed by the P&C, and provides healthy and affordable lunches for students and staff. They are proactive in their fundraising efforts and consistently contribute to school resources and equipment.

Tomaree Public School is working explicitly on improving the skills and understanding of all students in literacy and numeracy. The school also provides opportunities for students in extracurricular activities. Tomaree Public is involved in PSSA zone trials in various sports, is represented in Zone and Regional carnivals and competes at gala days. A focus on creative arts through dance groups, choirs, the school band, vocal ensemble (prior COVID) and the opportunity for students to access an external provider for music lessons. Stage 2 and 3 students have the opportunity to be involved in debating trials and competitions, with K-6 students participating in public speaking and the Spelling Bee.

Tomaree Public School provides a variety of leadership opportunities for students. The school has an active School Parliament which consists of the 2 School Captains, 8 student executive and class representatives. The Year 6 Leadership training program, linked to the ToPS program (where big looks after small) is held in Term 1 to enable playground activities to be undertaken over the course of the year. In 2020 the school formed a Junior AECG who will be attending meetings at school, and also with staff at the AECG to provide ATSI students with an opportunity for student voice.

In 2020, the school funded an above establishment position in the role of Assistant Principal, Teaching and Learning. Her role is to work shoulder to shoulder with staff both in the classroom through observation and feedback, provide an opportunity for staff to observe herself and others model best practice, to assist and work with teachers in the collection and analysis of data and subsequent grouping for students in order to provide authentic differentiation, and to increase the capacity and understanding of all teachers in specific curriculum areas. Our Situational Analysis demonstrated the positive effect/influence this had in its year of inception and will continue to be an important focus in the new Strategic Improvement Plan.

Students are currently being assessed through external and internal data collection and Learning Progressions to provide a base line for all students. Professional Learning Days for Stages assist teachers with the collection, analysis and 'where to next', as well as providing consistent teacher judgement and opportunities for authentic collaboration. As a school we are committed to supporting staff to plan and prepare high quality evidence based learning experiences. Goal setting will be a focus in all classrooms, enabling students to be engaged with their own learning and improvement. Continual monitoring of student performance against reading and numeracy targets will be monitored. The distribution of

this information to parents and carers needs to be a focus to ensure the success of our initiatives and programs.

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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes in literacy and numeracy we will further develop data driven teaching practices and collaborative goal setting.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Assessment and data practices
- High impact teaching

Resources allocated to this strategic direction

Literacy and numeracy: \$15,857.30

6101: \$139,575.15

Professional learning: \$8,560.00

QTSS release: \$5,250.00

Per capita: \$90,377.73

Socio-economic background: \$21,164.13

Location: \$4,278.00

English language proficiency: \$3,563.53

Literacy and numeracy intervention: \$22,424.00

Summary of progress

Assessment and data practices

A range of quality assessments and data collection tools were designed and implemented across the school in literacy and numeracy. Teachers were supported by the APTL and Literacy Leader to introduce formative and summative assessment to identify areas for improvement at student level, class level and stage level, then modify programs to address those needs and monitor student progress. Teachers have developed greater confidence in embedding a range of purposeful assessment and data collection practices. Consolidation of these practices should continue in 2022, and moving forward, PL and funding will go towards the development and improvement of literacy teaching in the school, and the consolidation of numeracy assessment.

High impact teaching

Across the school there is evidence of data use, differentiation in programs and high quality teaching in classrooms, and most teachers have established effective student goal setting practices in numeracy. The Technology Team designed PL and support systems for classroom teachers to encourage consistency in the delivery of the Digital Technology Syllabus and embedding of ICT in classrooms. Internal and external assessments have indicated positive growth in some areas of Literacy and Numeracy (Spelling and Number/Algebra). In 2022, teachers will continue to be supported to collect and analyse meaningful data to create differentiated programs, include student goal-setting in numeracy and literacy, and continue to utilise resources - Soundwaves, Essential Assessment and Inquisitive, to ensure high-impact teaching.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Reading: Top 2 bands in NAPLAN in Reading have 35% of students in order to work towards the lower bound system target.	<ul style="list-style-type: none">• The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading has increased from 23.6% to 35.5% (above lower bound target).• The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy has increased from 22.0% to 22.5% (below lower

<p>Numeracy: Top 2 bands in NAPLAN in numeracy have 27% of students in order to work towards the lower bound system target.</p>	<p>bound target).</p>
<p>Achievement of system negotiated targets</p> <p>Reading: More than 55.6% of students achieve expected growth in NAPLAN reading (system negotiated target baseline)</p> <p>Numeracy: More than 51.9% of students achieve expected growth in NAPLAN numeracy (system negotiated target baseline)</p>	<ul style="list-style-type: none"> • 61% of students achieve expected growth in NAPLAN Reading. • 44% of students achieve expected growth in NAPLAN Numeracy.
<p>Teaching - Data skills and use</p> <p>Staff are supported to establish processes for data use in planning and programming in numeracy through interaction with AP Teaching and Learning.</p> <p>Learning - Curriculum</p> <p>Staff are supported in curriculum provision and assessment in numeracy which is used to identify student learning needs and adjustments.</p>	<ul style="list-style-type: none"> • During 2021, staff have implemented effective processes for data use in numeracy, ensuring differentiation for all students. • Staff have been upskilled in Mathematics curriculum provision, resulting in an improvement in teaching practice and internal assessment results.

Strategic Direction 2: Wellbeing and Attendance

Purpose

To improve student outcomes through the implementation of whole school wellbeing and attendance initiatives.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$24,302.50

Aboriginal background: \$37,443.84

Low level adjustment for disability: \$143,118.56

Integration funding support: \$164,031.00

Summary of progress

Wellbeing

Professional learning was provided for staff in order to build staff capacity and support them in catering for student needs. This was highly effective with noticeable improvement in consistency and understanding of student needs. Students will benefit from further opportunities to connect with staff. Staff have developed greater confidence in understanding and meeting the needs of students with diverse needs. In order to see continued improvement, we will review data to identify future areas for professional learning

Attendance

Across the year attendance data was collected every fortnight by classroom teachers. Teachers and Assistant Principals would document collected attendance data on our 'data tracking sheet' to identify students who were absent at a rate of 85% or lower. All parents received an information sheet of the impact of having a number of days off each year. Parents responded to this information positively as many informed us they were not aware how many days across their child's schooling they would be absent if they were not at school a few days every term. The principal and executive would discuss daily with all students our school message "if you are well you are at school". Classes would be praised for high attendance percentage. In 2022 all teachers will contact parents each day a student is away to identify why they are away and when they will be returning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Decrease negative incidents by 5% from 2020 data collection (773 negative incidents)</p> <p>Professional Learning opportunities for staff in supporting students wellbeing, challenging behaviours and emotional support.</p> <p>Teachers and other school staff explicitly communicate expectations of behaviour across school settings</p>	<ul style="list-style-type: none">• There was a significant improvement in student behaviour incidents recorded on Sentral., with a decrease of 27% from 2020 to 2021• Professional learning opportunities were provided to staff in supporting student wellbeing to develop skills and strategies in creating and maintaining safe and supportive learning environments.• All staff consistently and explicitly communicate expectations of behaviour through weekly PBL lessons which are driven by data.

<p>through weekly wellbeing program (PBL).</p>	
<ul style="list-style-type: none"> • Increase the proportion of students attending greater than 90% of the time by 3% • Decrease the proportion of students attending less than 80% of the time by 10% <p>Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. The school community celebrates regular and improved attendance.</p>	<ul style="list-style-type: none"> • we did not achieve students attending greater than 90% of the time by 3% • we did not achieve students attending less than 80% of the time by 10%
<p>An increase of 5% of students indicating they feel a sense of belonging on the Tell Them From Me Survey (75.6%).</p> <p>The wellbeing of students is explicitly supported by identified staff.</p> <p>Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing and engagement.</p>	<ul style="list-style-type: none"> • All students can identify a staff member they can go to for support. • Wellbeing of all students is supported by staff and embedded into PBL lessons • The school planned for and monitored a whole school approach to student wellbeing and engagement. through PBL.

Strategic Direction 3: Collaboration and School Culture

Purpose

To promote a positive school culture through authentic engagement and high impact professional learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaboration and evaluation
- School Culture

Resources allocated to this strategic direction

QTSS release: \$65,886.00

Socio-economic background: \$53,776.50

Professional learning: \$8,560.00

Summary of progress

Collaboration and evaluation

A range of quality professional learning, observation and collegial discussion opportunities were implemented across the school through a variety of methods. Staff were provided opportunities to work alongside school leaders to strengthen evidence-based practices through the distributive leadership model. All staff will be involved in annual focus groups at the end of Term 4 where they will be able to provide feedback on school structures, programs and professional learning, which will be utilised in planning forward for 2022. School leaders will refine data collection processes to ensure consistent feedback from parents is used to improve school management procedures.

School Culture

We are continually working on building our school as a cohesive educational community and throughout the year we have provide our wider school community wit several opportunities to engage in a range of school-related activities. We have proven success with the collection of whole school survey data and we will continue to build on this in 2022 as we develop the capacity of our leadership team to measure, analyse, share and action school community participation and satisfaction. in school wide decision making and participation.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teaching - Learning and development Staff collaboration: Staff are supported to develop systems that facilitate professional dialogue and collaboration, and provisions of specific and timely feedback between teachers.	The continuation of whole-school management systems will be developed that facilitate professional dialogue and collaboration, and provisions of specific and timely feedback.
Staff evaluation: The school trials innovative practices and has processes in place to evaluate, refine and scale success.	The school will continue to trail innovative practices and prioritse implementing processes to evaluate, refine and scale success.
Leading - Management practices and processes	The leadership team will continue to embed communication strategies to enhance school community (parent and student) satisfaction.

Parent evaluation:

The leadership team trials strategies to enhance school community (parent and student) satisfaction.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$164,031.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tomaree Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>Support for targeted students in areas of need, through the assistance of SLSO staff, who work with students and teachers on achieving identified student outcomes. It has also allowed for regular review of student learning goals and plans.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Revise the learning goals and plans to accommodate changes for identified students in learning and behaviour.</p>
<p>Socio-economic background</p> <p>\$103,543.13</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tomaree Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Attendance • Collaboration and evaluation • School Culture • Assessment and data practicees • High impact teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff in numeracy to support student learning • professional development of staff in literacy to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff in digital technologies to support student learning <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in staff being supported to undertake student goal setting and feedback to drive student learning. Staff developed an understanding of consistent teacher judgement in writing and numeracy allowing reporting practice to become reflective of student</p>

<p>Socio-economic background</p> <p>\$103,543.13</p>	<p>achievement and improvement measures</p> <p>After evaluation, the next steps to support our students with this funding will be: supporting a high expectations culture for students and teachers. These funds will be used for intervention, data talks and new syllabus implementation thus building the capacity of all students and staff.</p>
<p>Aboriginal background</p> <p>\$37,443.84</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tomaree Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Students have been supported in Literacy, Numeracy and Culture. With programs implemented 'Write it Right' and 'Bro Speak', students have felt a sense of belonging. Attendance increased for our Aboriginal and Torres Strait Islander students. We also saw an increase in NAPLAN results for those students in Year 3 and 5.</p> <p>After evaluation, the next steps to support our students with this funding will be: Our direction for 2022 is to employ an SLSO 2 full days and 2 hours per day on the other days to support our Aboriginal and Torres Strait Islander students in Literacy, Numeracy and Culture.</p>
<p>English language proficiency</p> <p>\$3,563.53</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tomaree Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High impact teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: Professional learning provided by EAL/D specialist to all staff, ensuring staff awareness of EAL/D progressions. Opportunities for staff to work with EAL/D specialist regarding class programs and how best to cater for students from an EAL/D background. SLSO assistance for students from EAL/D background to implement</p>

<p>English language proficiency</p> <p>\$3,563.53</p>	<p>relevant programs and learning opportunities to assist with the achievement of relevant student outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensure all staff are aware of the need for differentiation for EAL/D students. Revise and provide further relevant professional learning in EAL/D progressions.</p>
<p>Low level adjustment for disability</p> <p>\$143,118.56</p>	<p>Low level adjustment for disability equity loading provides support for students at Tomaree Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • targeted students are provided with an evidence-based tiered intervention to increase learning outcomes <p>The allocation of this funding has resulted in: teachers have implemented authentic individualised plans to support all students to achieve at their point of need and continue to learn at their point of challenge. Students have engaged in working towards personalised goals ensuring they access the curriculum at their point of need, resulting in fluid and responsive goal development.</p> <p>After evaluation, the next steps to support our students with this funding will be: 2022 will see the establishment of baseline data to support this funding. Other aspects of this initiative will continue as per 2021 due to the strong relevance for students, staff and families.</p>
<p>Location</p> <p>\$4,278.00</p>	<p>The location funding allocation is provided to Tomaree Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High impact teaching <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in: all students accessing extra curricular opportunities therefore broadening and deepening their curriculum knowledge and engagement.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued in 2022 due to the success of this model.</p>
<p>Literacy and numeracy</p> <p>\$15,857.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tomaree Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment and data practicees • High impact teaching

<p>Literacy and numeracy</p> <p>\$15,857.30</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: students being able to access innovative online curriculum which enhanced learning and engagement for students particularly during the time of home learning. Staff were upskilled in the authentic delivery of these online programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued to be used in a similar model, with a focus on upskilling all teachers on the literacy and numeracy learning progressions and collaborative support to utilise authentic data to drive student outcomes.</p>
<p>QTSS release</p> <p>\$71,136.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tomaree Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment and data practicees • Collaboration and evaluation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: collaboration embedded across the school where 100% of teachers took part in some form of negotiated observations, data talks and demonstration lessons.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued to be timetabled into daily operations with a dedicated focus on reading to increase value add ensuring successful continuity of education and high expectations from primary school to high school</p>
<p>Literacy and numeracy intervention</p> <p>\$22,424.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Tomaree Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High impact teaching • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: identified students being supported to access curriculum at their point of need ensuring individual goals are achieved and future goals determined.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Literacy and numeracy intervention</p> <p>\$22,424.00</p>	<p>continued in 2022 to support continual academic growth for identified students.</p>
<p>COVID ILSP</p> <p>\$142,091.39</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: continuous improvements in literacy and numeracy development for students engaged in this intensive learning support program. Regular monitoring and tracking of student learning achievements across the literacy and numeracy progressions which built teacher expertise and provided opportunities for CILSP students to engage in learning at their point of need.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued in 2022 to support student growth and engagement in learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	179	179	176	163
Girls	173	178	176	172

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.8	92.5	96.2	92.2
1	93.2	92.9	93.7	89.5
2	94	92.2	93.5	92.5
3	92.8	92.1	93.4	90.3
4	92.5	92.6	92.8	89.2
5	92.6	89.7	92.6	90.8
6	92.1	92.6	92	88
All Years	92.8	92	93.3	90.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	13.98
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	579,806
Revenue	4,220,077
Appropriation	4,131,578
Sale of Goods and Services	21,155
Grants and contributions	66,003
Investment income	340
Other revenue	1,000
Expenses	-4,330,635
Employee related	-4,068,719
Operating expenses	-261,916
Surplus / deficit for the year	-110,558
Closing Balance	469,248

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.

	2021 SBAR Adjustments (\$)
Targeted Total	164,031
Equity Total	287,687
Equity - Aboriginal	37,464
Equity - Socio-economic	103,541
Equity - Language	3,564
Equity - Disability	143,119
Base Total	3,078,437
Base - Per Capita	90,378
Base - Location	4,278
Base - Other	2,983,781
Other Total	310,576
Grand Total	3,840,731

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.

Parent/caregiver, student, teacher satisfaction

On our TTFM survey students reported a score of 7.9 for advocacy at school, which is above the NSW state average score.

Parents reported a score of 6.6 for 'Parents are informed', which is on par with the NSW state average score.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.