

2021 Annual Report

Raymond Terrace Public School



2943

Introduction

The Annual Report for 2021 is provided to the community of Raymond Terrace 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.

School contact details

Raymond Terrace Public School

Adelaide St

Raymond Terrace, 2324

<https://raymondter-p.schools.nsw.gov.au>

raymondter-p.school@det.nsw.edu.au

4987 2083

School vision

Raymond Terrace Public School strives for continual improvement through a culture of learning and consistent high expectations for all members of the school community, where every student is not only known, valued and cared for - but engaged and challenged to continue to learn.

Our vision is to strengthen community partnerships, especially with the traditional custodians of the land, the Worimi people, as we contribute to the development of future leaders in the Aboriginal community.

Raymond Terrace - Onward Always

School context

Raymond Terrace Public School is located on the lands of the Worimi people who have walked these lands for generations.

The school is 30 minutes north of Newcastle and is a part of the Regional North Port Stephens' network of schools. It has an enrolment of approximately 379 children in 18 classes, 3 of which are Multi-Categorical classes. There is a significant percentage of children from public housing families and consequently the mobility rate is relatively high. Approximately 27% of the students identify as Aboriginal and/or Torres Strait Islander. The number of students living in statutory out of home care, or are in court ordered kinship or guardianship care, has dropped to approximately 36 children (9.5%) . The majority of students from Raymond Terrace Public School attend Hunter River High School or Irrawang High School and strong links exist with both high schools to support transitioning from Year 6 to Year 7. The school's Family Occupation and Education Index (FOEI) has steadily decreased in recent years and currently sits at 155. The school is an active member of the Youyoong AECG, Raymond Terrace P & C and Port Stephens network of schools.

School wellbeing is currently underpinned by the Port Stephens network's commitment to Positive Behaviour for Learning (PBL), and the school's values of the 'You Can Do It' program. The school continues to build effective processes for supporting increased attendance.

In considering available internal and external data in conjunction with current school practices, teacher beliefs and current research, the situational analysis presents a point in time judgement of RTPS. It will allow the school to strive for continual improvement through the implementation of high impact learning, teaching and leading strategies across the school. Reflecting on the What Works Best update it became apparent that a more consistent application of practices, systems, processes via collaborative and shared planning would be crucial to the drive for improvement. Consistency is going to be a key focus in the implementation of practices and high expectations in attendance, wellbeing, behaviour, data use and curriculum. School leaders will be key to ensuring the improvement of quality teaching practices, research informed practice, high impact teaching strategies and professional learning, evaluative thinking and data use.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy we will implement high-impact teaching strategies and evaluate these by developing and sustaining whole school assessment practices through the collection and use of meaningful data.

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.

- High impact teaching strategies
- High impact professional learning

Resources allocated to this strategic direction

Professional learning: \$12,000.00
Early Action for Success (EAFs): \$332,404.95
Literacy and numeracy: \$7,818.00
Socio-economic background: \$47,000.00
Aboriginal background: \$24,500.00
QTSS release: \$42,374.00
Literacy and numeracy intervention: \$58,861.95

Summary of progress

Our focus activities in our high impact teaching strategies initiative for 2021 were on the use of highly effective teaching practices to improve both quality teaching practice and student learning outcomes across the curriculum. We focussed on whole school professional learning in formative assessment and teacher clarity, with focus areas in learning intentions, success criteria, effective feedback and peer- and self-assessment. Teachers engaged in quality assured professional learning, with opportunities to reflect on their own practice, share examples of changes to pedagogy and to engage in professional dialogue with colleagues.

Interruptions to the timetable (due to lockdown) has impacted on the momentum of the professional learning. Observations and walkthroughs were unable to be conducted and will therefore be reintroduced in 2022/2023. Initial surveys from staff indicated that students had responded positively to the change in teacher practice.

In addition to this, we started to shift our thinking in professional learning (PL) by ensuring that we had aligned student need to our Strategic Improvement Plan (SIP) and prioritised High Impact Professional Learning (HIPL) that was evidence-informed and sessions were planned ahead in a more strategic manner. HIPL is a focus area for executive staff and although lockdown has impacted on the delivery of this PL, it remains a priority for school leaders.

As an Early Action for Success (EAFs) school, our K-2 team had established a 2021 action plan for PL within their team. Teachers completed PL in effective reading practices, specifically: phonological awareness, explicit phonics instruction, spelling and the use of decodable readers. Whilst much of this PL was delivered by Instructional Leaders, a move towards online quality assured PL will be a focus in 2022. Teacher practice has changed, with impact on student learning being particularly noticeable in Kindergarten.

Teachers in 3-6 engaged in DoE PL in Focus on Understanding texts: The Components of Reading, Focus on Spelling and Focus on Vocabulary. As a result, teachers are planning for the explicit teaching of reading through the increased use of rich texts, picture books and novels. Student engagement is greater and teachers are employing adaptive expertise in their lessons as opposed to following traditional guided reading practices incorporating the use of 'readers'. Teachers 3-6 also utilised NSW DoE training to move towards a new spelling approach. Utilising the research of Tessa Daffern, teachers began to incorporate an integrated focus as they moved away from Spelling Mastery.

Whilst some PL was provided in the use of Talk Moves, Number Talks and conceptual programming in Mathematics, Numeracy will be a greater focus in 2022/2023, with plans to address the area of Working Mathematically and Numeracy across the curriculum. Student learning continues to be tracked via PLAN 2 with NAPLAN, PAT, Check-In assessment, Phonics Screening, short assessments all providing opportunities to conduct formative and summative assessment to drive planning for learning.

Next year in the high impact teaching strategies initiative we will work with staff to provide PL in Numeracy and follow up

on PL in Reading. This will include:

- Establishing a process to provide staff with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school.
- Opportunities to observe formative assessment and effective feedback practices.
- A PL plan that incorporates the HIPL model, aligned with the school plan, with more consistent evaluation of the impact of teacher practice and PL on student learning outcomes.
- Opportunities for staff and leaders to develop a more evaluative mindset and adopt effective evaluation practices.

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>School targets - achieving expected growth</p> <ul style="list-style-type: none"> • Increase in the proportion of students achieving expected growth in NAPLAN reading to at least 51.5% (baseline target). • Increase in the proportion of students achieving expected growth in NAPLAN numeracy to at least 51.7% (baseline target). 	<ul style="list-style-type: none"> • The proportion of Year 5 students achieving expected growth in NAPLAN reading is 57.5% - 5% above our baseline target. • The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 47.5% - this is -4.2% below our baseline target.
<p>Internal data on growth and attainment</p> <ul style="list-style-type: none"> • Students in Years 3-6 demonstrate a year's growth when calculating effect size from start to end of year scale scores in the Progressive Achievement Tests in Reading and Mathematics. • School leaders engage with stage teams to review student assessment data and compare results with grade team members. • At least 50% of students completing Kindergarten will have achieved Level 5 of the phonological awareness sub-element in the Literacy Progressions. 	<ul style="list-style-type: none"> • Effect sizes in the Progressive Achievement Tests in Reading and Mathematics indicate the following averages in 3-6 classes: Reading ranged from 0.3 to 0.96 Mathematics ranged from 0.4 to 1.2 Average reading effect size is 0.61 Average mathematics effect size is 0.6 • 30% as opposed to 50% of Kindergarten students are achieving within Level 5 of the phonological awareness sub-element of the Literacy Progressions. • School leaders engaged more readily with data, however this target has been pushed back to 2022.
<p>System-negotiated school targets - top 2 bands</p> <ul style="list-style-type: none"> • The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN numeracy increases to at least 9.6% (baseline target). • The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN reading increases to at least 29.6% (baseline target). 	<ul style="list-style-type: none"> • Data indicates that 19.5% of students are in the top two skill bands for numeracy which is an increase of 9.75% against baseline data. • Data indicates that 27.96% of students are in the top two skill bands indicating a decrease of -1.64% against baseline data.

Purpose

To promote a culture of learning and high expectations in the school community, members will develop learning mind frames and dispositions that support high expectations and motivate students to continually improve in an engaging curriculum.

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.

- Culture of learning, belonging and connectedness across the community
- High expectations in all areas of the school

Resources allocated to this strategic direction

Aboriginal background: \$120,332.00

Low level adjustment for disability: \$194,600.00

Early Action for Success (EAFs): \$44,308.00

Socio-economic background: \$397,200.00

Summary of progress

Following the staff planning process to develop the Strategic Improvement Plan in 2020, staff became more involved in dialogue with regards to future directions of the school. This created a collective culture of improvement where staff were engaged in rigorous processes to reflect on the 'What Works Best' (WWB) literature and both internal and external data to inform and develop a thorough situational analysis.

In 2021 Raymond Terrace Public School implemented a focus on formative assessment as part of a whole school push towards improved teacher clarity. This meant that teachers developed a consistent language for learning intentions and success criteria. From this, effective feedback and peer and self assessment contributed to more explicit quality criteria for lessons. Whole school professional learning (PL) enabled staff to contribute in a supportive environment. Staff were able to challenge, question and clarify their understanding of evidence based practices. Teachers trialled processes in classrooms and then returned to professional learning to report on changing pedagogies and share practice with colleagues. Interruptions due to lockdown impacted on the momentum of this professional learning (PL) and this will need to be revisited as we move forward.

Collaboration and community engagement was impacted by learning from home. On one hand, it meant that face-to-face interactions were severely limited. However, students learning from home opened up opportunities for staff to connect over the phone or via learning platforms with parents each day, thus actively engaging parents to be involved in their child's online learning.

Due to restrictions and limitations on excursions and visitors to school, plans to strengthen cultural connections has been pushed to 2022. With regards to student engagement and wellbeing, limited extra-curricular and leadership opportunities impacted on our senior students' sense of belonging and connectedness. with excursions and events were cancelled. Student advocacy will be a focus in 2022. The Tell Them From Me (TTFM) data suggests that students can't identify an adult in the school to advocate for them. Specific vocabulary in this area will be introduced to teachers and students as well as an explicit session in each class around students identifying staff advocates.

Zones of Regulation continues to be used by some staff across the school, however interruptions to the school year means we have pushed this back to 2022 and 2023. The Positive Behaviour for Learning (PBL) team and other school staff will explore opportunities to evaluate how PBL, Zones of Regulation, You Can Do It (YCDI) and the NSW Personal Development, Health and Physical Education (PDHPE) syllabus can operate efficiently and effectively together. At the end of 2021, the school conducted a PBL Self Assessment. From this, data suggests that staff would like to strengthen high expectations for behaviour across the school. Consistent implementation of the PBL program and how it can be used to complement strong classroom management processes will be a focus moving forward.

Evidence has been gathered to support our reflection via the following metrics:

Culture of learning

High Expectations

- Pre and post professional learning surveys with teachers - these indicated a strong engagement in the formative assessment professional learning and commitment to the whole school strategic directions.
- Teaching programs - stage teams worked collaboratively to include learning intentions and success criteria in their teaching programs. Through classroom visits, most teachers were observed using these more consistently in classrooms, with some teachers using them successfully to provide more effective feedback to students.
- The TTFM survey results indicate growth in the following factors affecting student engagement:
 - quality instruction score between Term 2 and Term 4 (7.1 to 7.6)
 - positive teacher-student relations score between Term 2 and Term 4 (7.8 to 8.3)
 - Positive learning climate score between Term 2 and Term 4 (6.4 to 6.5)
 - teacher expectations for success score between Term 2 and Term 4 (7.7 to 8.0)

Implications for 2022

With reduced restrictions, it is hoped that we can reignite our community interactions over the course of the year. There will opportunities to include the community in school-based events such as assemblies, Easter Hat Parade, sporting carnivals and cultural events. With a new Community Liaison Officer appointed for 2022, it is hoped that this role will become crucial to the development of links with new families. The opening of the school's refurbished Cultural Room, Yarning Circle and Aboriginal garden will be a key event in forging links to families, both Aboriginal and Non-Aboriginal. A newly formed P & C provides an opportunity to encourage positive parental involvement in school activities.

A culture of learning continues to be a focus moving forward, with the school looking to develop a consistent whole school framework for discussing the learning for all community members. The High Potential and Gifted Education professional learning slated for 2021 will be rescheduled for 2022/2023 due to the extensive interruptions. High expectations for behaviour will be a focus for some teachers, with planned PL that is targeted to the needs of teachers and supported by stage supervisors and AP Wellbeing.

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
School target - attendance <ul style="list-style-type: none"> • The proportion of students attending >90% of the time increases to 69.9% (baseline target). 	<ul style="list-style-type: none"> • The number of students in 2021 attending greater than 90% of the time or more has decreased by 8.54% to 61.36%. This target has been impacted by COVID-19 and will remain as a focus moving forward.
School target - wellbeing <ul style="list-style-type: none"> • The proportion of students reporting reporting Expectations for Success, Advocacy, and Sense of Belonging at School is 88.9% (baseline target). 	<ul style="list-style-type: none"> • 76.74% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress yet to be seen towards this school-based progress measure.

Strategic Direction 3: School-wide systems and processes to drive continual improvement

Purpose

To maximise continual improvement, we will collaboratively embed school-wide effective systems to develop organisational best practice that is evaluated for its effectiveness.

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.

- Collaborative practice
- Transparent, highly effective and sustainable school systems, practices and processes

Resources allocated to this strategic direction

QTSS release: \$35,100.00

Socio-economic background: \$265,676.00

Professional learning: \$22,800.00

Integration funding support: \$44,000.00

Low level adjustment for disability: \$48,200.00

Summary of progress

Raymond Terrace Public School continues to strengthen established systems and processes in an effort to improve organisational practice. In 2021 we increased opportunities for collaborative planning, so that reflection and evaluation are embedded into timetables and meetings. This includes scheduled opportunities for stage planning as well as professional learning (PL) activities for executive staff. Learning, Teaching and Leading folders were introduced as a way to ensure that staff had access to expectations across the school with regards to programming, reporting and evidence-based practice. These folders also became a place for staff to store professional learning notes for easy reference.

Teachers across the school are willing to open up classrooms and 2021 saw the introduction of an Instructional Leader (IL) assigned to support stage leaders in PL. Moving forward into 2022, the new Assistant Principal Curriculum and Instruction positions will provide opportunities to build on relational trust, collaboratively planning and more opportunities for staff to work together in classrooms. Proformas for classroom observations (both formal and informal) has started to be used prior to classroom visits in order to establish protocols and criteria for observations, team teaching or demonstrating lessons. This will be more formalised in 2022 as part of Performance Develop Plans and supporting those teachers identified as requiring additional support. In 2021, we identified a lack of opportunities for peer coaching from stage supervisors and as a result, will look to more scheduled opportunities in 2022.

Stage 3 engaged in collaborative planning across several schools as part of a departmental project with regards to a prose text (Bindi) by Aboriginal author, Kirli Saunders. The project aimed to ensure authentic Aboriginal content in primary classrooms using authentic Aboriginal texts, building cultural pride and awareness in students. Focusing on the English textual concepts of genre, perspective and point of view, the unit of work provided links to geography, history, creative arts, science and technology. The schools involved spanned 3 Aboriginal language groups- Awabakal, Wonnarua and Worimi - and utilised the knowledge of local elders, Aboriginal Education and Curriculum Advisor teams. The project culminated in 'Marrung Ngarralyn', a poetry workshop that took place online with participating schools. Eight schools and around 500 students participate online, engaging in poetry and rap/hip hop writing.

Prior to 2021 lockdown, more effective processes were established within the Learning Support Team and the newly established Attendance Team. Attendance processes were followed up throughout learning from home with clear expectations communicated to staff and if necessary, follow up home visits from wellbeing staff. Regular phone calls home continue to be used to discuss missed days and attendance rates with parents.

The Learning Support Team identified a lack of consistent process (flow chart and policy) for referral and so developed a process and with support from stage supervisors, presented this to staff. Timetabling of meetings moved from class time to mornings to enable classroom teachers to be present and contribute to discussion of their referred students. With the introduction of funds for the COVID Intensive Learning Support Program (COVID ILSP), an intervention team was established to provide targeted small-group tuition and coordinated by an Instructional Leader. These funds and the intervention processes will continue into 2022 to help improve educational outcomes for students whose learning has been most impacted by the pandemic.

Systems and processes are more embedded into school routines. Regular data meetings for the Attendance, Intervention and Positive Behaviour for Learning (PBL) teams will continue into 2022. An IL led PL in analysis of data

and executive staff spent a day learning how to utilise SCOUT more effectively. Professional Learning is now more in line with the High Impact Professional Learning policy and strategically planned and aligned to the Strategic Improvement Plan (SIP).

In 2021 Multi-Categorical (MC) staff planned to work collaboratively with mainstream staff to plan units of work. The plan was re-evaluated towards the end of 2021 to evaluate the impact on teacher workload and effectiveness on student learning outcomes. In 2022, MC staff will work together as a team, planning collaboratively as a unit on how best to address the needs of the MC cohort students and make up of students across the 3 classes.

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>School target - attendance</p> <ul style="list-style-type: none"> The proportion of students attending >90% of the time increases to 69.9% (baseline target). 	<ul style="list-style-type: none"> The number of students attending greater than 90% of the time or more has decreased by 8.54%.
<p>School target - wellbeing</p> <ul style="list-style-type: none"> The proportion of students reporting reporting Expectations for Success, Advocacy, and Sense of Belonging at School is 88.9% (baseline target). 	<ul style="list-style-type: none"> Tell Them From Me data indicates 76.74% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$142,000.02</p>	<p>Integration funding support (IFS) allocations support eligible students at Raymond Terrace 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"> • Transparent, highly effective and sustainable school systems, practices and processes • Other funded activities <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) • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Support being available for all staff in the classroom, utilising human resourcing to ensure the positive learning environment can be maintained for all students.. - The employment of additional SLSOs ensured each class had additional staff daily, supporting differentiated learning in the classroom. Support was focused on prime learning time from 9am-1pm, targeting Literacy and Numeracy. - Additional SLSO staff also worked to implement and support Social and Emotional learning programs in afternoons. - Class teachers and families were able to meet together and collaboratively discuss progress and set goals for learning and development. The ability to meet and discuss with families assists in fostering a collaborative approach to student progress - The additional staff (Support Staff and SLSOs) worked with the support of the LST and IL to ensure students were able to access the curricula at their point of need and with success. Focus was primarily on Literacy and Numeracy outcomes, identified by standardised test results and consultation with class teachers. - Additional support for students who have high-level learning needs ensured their access to specialists from outside agencies (Occupational Therapists, Speech Therapists) as well as staff who were directed by AP Welfare, LST and IL developed programs. Students were able to access the curriculum at their point of need and the additional staff ensured the successful implementation and monitoring of programs that were specialised for students allowing for differentiation and support, both for academic achievement and Social/Emotional development. - The development of a supportive school learning environment, ensuring there is a supportive and regulated learning environment for all students. Student improvement is evidenced by: <ul style="list-style-type: none"> * Increased awareness among students about the importance of attendance due to increased vigilance of follow up attendance phone calls by classrooms teachers. * High percentage of students can articulate learning goals from IEPs and PLSPs. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We need to maintain the high level of support within classrooms with specialist teaching staff and SLSOs assisting in small group learning of targeted students.</p> <p>Specific and measurable goals will require further monitoring to confirm the</p>

<p>Integration funding support</p> <p>\$142,000.02</p>	<p>success of our investment. This will need to be timetabled into executive, stage, learning support, intervention and whole school meeting times. There will need to be consistent utilisation of human resources across years, stages and the school. Strategies for student referral and support will continue to be developed.</p>
<p>Socio-economic background</p> <p>\$709,876.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Raymond Terrace 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"> • High impact teaching strategies • Culture of learning, belonging and connectedness across the community • Transparent, highly effective and sustainable school systems, practices and processes • High expectations in all areas of the school • Collaborative practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • equitable access to specialist resources • engage with external providers to support student engagement and retention • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items • additional staffing to implement individual and small group reading programs including MiniLit and MultiLit to support identified students with additional needs • employment of additional staff to support school intervention program implementation <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Funds are available to support students attend extra curricular activities such as excursions, sporting fixtures and creative arts programs. Using these funds has enabled equity for all students. - Access to the specialists of Occupational Therapists and Speech Therapists - Access to MiniLit and MultiLit for targeted students <p>Student improvement is evidenced by:</p> <ul style="list-style-type: none"> - All students engaged in MiniLit or MultiLit program referred off the program by the end of the year, having achieved set goals. - A high percentage of K-2 students made significant improvements in the areas of phonological awareness and phonics after teachers engaged in PL and began using decodable readers in their classrooms - Students K-6 using consistent language <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to engage in high impact professional learning to support evidence based practices in classrooms, especially in 'What Works Best', literacy and numeracy. We will continue to build on data collection practices in order to evaluate how best to meet the needs of this equity cohort.</p> <p>Attendance will continue to be a focus area, with significant time and human resources spent on monitoring and promotion of attendance rates. The funded role of AP Wellbeing will continue to lead the attendance team and subsequent initiatives. The AP Wellbeing will also continue to lead learning support and relationships with allied health professionals. Where possible, the school will self-fund an additional class in order to support the teachers in managing the additional needs of this equity cohort.</p> <p>The Zones of Regulation continues to be used by some staff across the school, however interruptions to the school year means we have pushed</p>

<p>Socio-economic background</p> <p>\$709,876.00</p>	<p>this back to 2022 and 2023. The Positive Behaviour for Learning (PBL) team and other school staff will explore opportunities to evaluate how PBL, Zones of Regulation, You Can Do It (YCDI) and the NSW Personal Development, Health and Physical Education (PDHPE) syllabus can operate efficiently and effectively together. At the end of 2021, the school conducted a PBL Self Assessment. From this, data suggests that staff would like to strengthen high expectations for behaviour across the school. Consistent implementation of the PBL program and how it can be used to complement strong classroom management processes will be a focus moving forward.</p>
<p>Aboriginal background</p> <p>\$144,832.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Raymond Terrace 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"> • Culture of learning, belonging and connectedness across the community • High impact teaching strategies • High impact professional learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staff attendance at Connecting to Country professional learning. Release for staff to attend AECG meetings. • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • community consultation and engagement to support the development of cultural competency • Creation of a cultural space in the school - building works and release for staff to manage and coordinate the plans <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - increased number of staff completing Connecting to Country - teachers released for PLPs - Aboriginal Education team released to plan for NAIDOC Week celebrations - Aboriginal perspectives woven into collaborative, integrated programs - Equipment purchased for Aboriginal Education <p>Students have demonstrated increased awareness and understanding of Aboriginal culture via integrated units of work.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Maintain our high expectations and ongoing support with our Aboriginal students with an increased focus on engaging the community. This includes more effective engagement of the PLP process and authentic conversations in informal settings.</p>
<p>Low level adjustment for disability</p> <p>\$242,800.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Raymond Terrace 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"> • Culture of learning, belonging and connectedness across the community • Transparent, highly effective and sustainable school systems, practices

<p>Low level adjustment for disability</p> <p>\$242,800.00</p>	<p>and processes</p> <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 • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based interventions to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs <p>The allocation of this funding has resulted in:</p> <p>The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Student improvement is evidenced by:</p> <ul style="list-style-type: none"> * Decreased negative behaviours in the playground supported by increased SLSO support at break times * Students engaged in learning through integrated units supported by all stakeholders within the school <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To develop more effective systems for monitoring students in the learning support team. The school will continue to fund an AP Wellbeing to lead and oversee this process. Additionally, the establishment of identified staff for improved student advocacy.</p>
<p>Professional learning</p> <p>\$34,800.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Raymond Terrace 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 strategies • Transparent, highly effective and sustainable school systems, practices and processes • High impact professional learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engagement of an additional Instructional Leader to collaborate with the executive team to coordinate professional learning across the school • Release for executive staff to engage in professional learning • Time for stage teams to complete professional learning together <p>The allocation of this funding has resulted in:</p> <p>Student improvement is evidenced by:</p> <ul style="list-style-type: none"> - The proportion of Year 5 students achieving expected growth in NAPLAN reading is 57.5% - 5% above our baseline target. - The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 47.5% - this is -4.2% below our baseline target. - Data indicates that 19.5% of students are in the top two skill bands for numeracy which is an increase of 9.75% against baseline data.

<p>Professional learning</p> <p>\$34,800.00</p>	<p>- Data indicates that 27.96% of students are in the top two skill bands indicating a decrease of -1.64% against baseline data.</p> <p>Increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy resulting in improved internal student results. Effect sizes in the Progressive Achievement Tests in Reading and Mathematics indicate the following averages in 3-6: Reading ranged from 0.3 to 0.96 Mathematics ranged from 0.4 to 1.2 Average reading effect size is 0.61 Average mathematics effect size 0.6</p> <p>Alignment of student need to our Strategic Improvement Plan (SIP) and prioritised High Impact Professional Learning (HIPL) that was evidence-informed and sessions were planned ahead in a more strategic manner. HIPL is a focus area for executive staff and although lockdown has impacted on the delivery of this PL, it remains a priority for school leaders.</p> <p>Teachers in 3-6 engaged in DoE PL in Focus on Understanding texts: The Components of Reading, Focus on Spelling and Focus on Vocabulary. As a result, teachers are planning for the explicit teaching of reading through the increased use of rich texts, picture books and novels. Student engagement is greater and teachers are employing adaptive expertise in their lessons as opposed to following traditional guided reading practices incorporating the use of 'readers'. Teachers 3-6 also utilised NSW DoE training to move towards a new spelling approach. Utilising the research of Tessa Daffern, teachers began to incorporate an integrated focus as they moved away from Spelling Mastery.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - personalised and targeted professional learning in the form of mentoring and co-teaching. - HIPL for executive staff - Whilst some PL was provided in the use of Talk Moves, Number Talks and conceptual programming in Mathematics, Numeracy will be a greater focus in 2022, with plans to address the area of Working Mathematically and Numeracy across the curriculum. - Establishing a process to provide staff with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school. - Opportunities to observe formative assessment and effective feedback practices. - A PL plan that incorporates the HIPL model, aligned with the school plan, with more consistent evaluation of the impact of teacher practice and PL on student learning outcomes. - Opportunities for staff and leaders to develop a more evaluative mindset and adopt effective evaluation practices. - Interruptions to the timetable (due to lockdown) has impacted on the momentum of the professional learning. Observations and walkthroughs were unable to be conducted and will therefore be reintroduced in 2022. Initial surveys from staff indicated that students had responded positively to the change in teacher practice.
<p>Literacy and numeracy</p> <p>\$7,818.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Raymond Terrace 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"> • High impact teaching strategies <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • updating reading resources to meet the needs of students • targeted professional learning to improve literacy and numeracy

<p>Literacy and numeracy</p> <p>\$7,818.00</p>	<ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release to engage staff in collaborative programming <p>The allocation of this funding has resulted in: All teachers using synthetic phonics and decodables in their classrooms. Phonological awareness has been a huge focus and completing professional learning lead to the purchase of 'Heggerty's' program for all K-3 classrooms. 3-6 teachers completed comprehension and vocabulary professional learning which has resulted in consistent language across all Stage 2 and 3 classrooms.</p> <p>Student improvement is evidence by: -High percentage of K-2 students achieving their phonological awareness and phonic knowledge goals as evidenced by PLAN data and assessments - The proportion of Year 5 students achieving expected growth in NAPLAN reading is 57.5% - 5% above our baseline target - The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 47.5% - this is -4.2% below our baseline target</p> <p>Effect sizes in the Progressive Achievement Tests in Reading and Mathematics indicate the following averages in 3-6 classes: Reading ranged from 0.3 to 0.96 Mathematics ranged from 0.4 to 1.2 Average reading effect size is 0.61 Average mathematics effect size is 0.6</p> <ul style="list-style-type: none"> - 30% as opposed to 50% of Kindergarten students are achieving within Level 5 of the phonological awareness sub-element of the Literacy Progressions - School leaders engaged more readily with data, however this target has been pushed back to 2022 <p>After evaluation, the next steps to support our students with this funding will be: Continue professional learning in all areas to maintain consistency K-6. Revisit data collected in each area to drive teaching and learning focuses in every classroom.</p>
<p>Early Action for Success (EAfS)</p> <p>\$376,712.95</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Raymond Terrace Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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 strategies • Culture of learning, belonging and connectedness across the community • High impact professional learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy <p>The allocation of this funding has resulted in: Student improvement as evidenced by:</p> <p>Teachers across the school are willing to open up classrooms and 2021 saw</p>

<p>Early Action for Success (EAfS)</p> <p>\$376,712.95</p>	<p>the introduction of an Instructional Leader (IL) assigned to support stage leaders in PL.</p> <p>After evaluation, the next steps to support our students with this funding will be: Moving forward into 2022, the new Assistant Principal Curriculum and Instruction positions will provide opportunities to build on relational trust, collaboratively planning and more opportunities for staff to work together in classrooms. Proformas for classroom observations (both formal and informal) has started to be used prior to classroom visits in order to establish establish protocols and criteria for observations, team teaching or demonstrating lessons. This will be more formalised in 2022 as part of Performance Develop Plans and supporting those teachers identified as requiring additional support. In 2021, we identified a lack of opportunities for peer coaching from stage supervisors and as a result, will look to more scheduled opportunities in 2022.</p>
<p>QTSS release</p> <p>\$77,474.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Raymond Terrace 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 strategies • Collaborative practice <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. 97% of teachers reported lessons differentiated according to students' needs 77% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students with this funding will be: Regular scheduled release time for executive staff to team teach and coach teachers in literacy and numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Raymond Terrace 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 strategies <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 • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan

<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<ul style="list-style-type: none"> • employment of an Instructional Leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: LAST teacher supporting SLSOs to deliver specific programs targeting literacy and numeracy goals for K-2 students. 85% of students engaged in an SLSO program achieved their goals within 10 weeks of intervention</p> <p>After evaluation, the next steps to support our students with this funding will be: Teachers to be employed to deliver programs, targeting students who are just below grade level.</p>
<p>COVID ILSP</p> <p>\$260,091.00</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 SLSOs to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in: 85% of students achieving their literacy or numeracy goals within 10 weeks of intervention.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employing teachers rather than SLSOs to enter data into PLAN2 and more efficiently plan lessons and follow the teaching and learning cycle.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	206	209	196	189
Girls	185	180	175	178

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.7	94.1	90.9	91.4
1	91.2	92.3	95	90.7
2	90.4	91.6	93.9	91.8
3	91.1	92.2	90	92.2
4	93.1	91.2	89.3	88
5	89.9	93.1	90.1	91.9
6	89.6	89.3	94.3	86.9
All Years	91.2	91.9	92	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)	5
Classroom Teacher(s)	15.67
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	7.02

*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	1,503,935
Revenue	5,623,462
Appropriation	5,564,072
Sale of Goods and Services	12,700
Grants and contributions	27,833
Investment income	824
Other revenue	18,033
Expenses	-5,725,503
Employee related	-5,119,971
Operating expenses	-605,532
Surplus / deficit for the year	-102,041
Closing Balance	1,401,894

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	141,728
Equity Total	1,096,033
Equity - Aboriginal	144,297
Equity - Socio-economic	708,888
Equity - Language	0
Equity - Disability	242,848
Base Total	3,241,445
Base - Per Capita	96,122
Base - Location	0
Base - Other	3,145,323
Other Total	896,169
Grand Total	5,375,374

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

Using data from the Tell Them From Me Survey 2021 we received feedback about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. This report provides results based on data from 18 respondents in Raymond Terrace Public School who completed the Parent Survey between 06 Nov 2021 and 26 Nov 2021.

With limited parental responses we were able to determine that the parents are able to speak to teaching staff easily about their children and find that school's administrative staff are helpful when they have a question or problem. Of note, the management of concerns and complaints needs to be improved. Parents indicated that they were contacted by the school if their children were not making adequate progress in school subjects and also if there were behavioural concerns. A focus area for future development is to more effectively communicate to parents about their child's social and emotion development.

Involvement by parents in school-based meetings were adversely affected by COVID-19 lockdown. However, communication with class teachers occurred beyond expectation due to check-ins and on-line learning. As a part of reporting to parents, it is recognised that maintaining phone interviews as a part of our goal setting process will build further positive relations and open communication with parents. Parents indicated that they encourage their children to do well at school and that the children are clear about the rules of the school, but responses showed concern about the prevention of bullying. Parental response showed that they feel their children travel safely to and from school. Parents indicated that they would recommend the school to others and were enrolled in their local primary school.

The Focus on Learning Survey is a self-evaluation tool for teachers and schools. The report on Teacher Satisfaction provides results based on data from 13 respondents in this school who completed the Teacher Survey between 23 Nov 2021 and 26 Nov 2021. Staff indicated they believed they worked with school leaders to create a safe and orderly school environment. They also indicated they would like greater opportunity for school leaders to have time to observe their teaching. As a priority, stage supervisors will have observation time timetabled for their teams moving into the next reporting period. Collaboration has been indicated to be a staff strength with the opportunities supported to work with other teachers in developing cross-curricular or common learning opportunities. The development of a process of sharing student goals with other teaching staff has been indicated as an area of improvement and will drive the development of a more efficient PLP process in the future. The setting of high expectations is supported by staff responses but staff indicated the need to improve effective feedback to students. This has been identified by our IL and is a focus for PL into the future.

The responses from the TTFM Student Survey provides a Student Voice to school planning and planning school improvement initiatives. This report provides results based on data from 138 students in this school who completed the survey between 16 Nov 2021 and 25 Nov 2021. Student responses indicated a fall in the sense of belonging especially in Stage 3 but an increase in positive relationships with their peers. Stage 3 students indicated a low participation in extra curricular activities but they had greater opportunity to be involved in school sport. Year 5 students indicated they valued the learning outcomes and were interested and motivated, whilst the Year 6 cohort response indicated there were less students who were. Most student responses indicated they were well behaved. Year 6 student responses showed a drop in effort. Explicit teaching practices were acknowledged. Responses showed students felt teachers set clear goals for learning, establishing expectations, checking for understanding and providing feedback. Year 6 responses showed there were students who were subjected to what they perceived to be moderate to severe physical, social, or verbal bullying, or are bullied over the Internet. Students indicated they felt they have someone at school who consistently provides encouragement and can be turned to for advice but there was a drop in Year 6 responses. The school will continue to use TTFM data to assist with the development and evaluation of school programs.

Snapshot - The TTFM survey results indicate growth in the following factors affecting student engagement:

- quality instruction score between Term 2 and Term 4 (7.1 to 7.6)
- positive teacher-student relations score between Term 2 and Term 4 (7.8 to 8.3)
- Positive learning climate score between Term 2 and Term 4 (6.4 to 6.5)
- teacher expectations for success score between Term 2 and Term 4 (7.7 to 8.0)

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.