

2021 Annual Report

Telegraph Point Public School



3176

Introduction

The Annual Report for 2021 is provided to the community of Telegraph Point 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

Telegraph Point Public School is a TP2 K-6 school located in the heart of the supportive and engaged semi rural community of Telegraph Point on the mid north coast of NSW, approximately 20 kms north west of Port Macquarie. Our school motto is "Knowledge and Honor" and encompasses our learning community's core values of safe, respectful, personal best. Our staff are committed to providing our students with quality, differentiated education every day and in every classroom. To this end targeted professional learning is an integral part of every teachers continued professional growth.

The school consists of six classes from Kindergarten to Year 6 with a current enrolment of 122. The school had been enjoying a consistent rise in numbers until the 2021 floods. Six percent of students identify as Aboriginal and 3 percent of students come from a language background other than English.

In March 2021 the school was destroyed by the catastrophic flooding on the mid north coast of NSW. Approximately 3m of flood water infiltrated the entire school grounds, destroying every physical resource and leaving none of the infrastructure (buildings etc.) unscathed. This preceeded a time of extreme disruption and change in our curriculum delivery as all staff and students continued our core business from Hastings Secondary College (Westport Campus). Students were shuttled by bus from our ruined school site to the high school, where we utilised seven English classrooms and the playground of neighbouring Westport Public school for eight weeks. The whole community was ravaged by the flood, with many families losing their homes and possessions. The impact of this event will be deeply felt for many years to come.

Over 12 months later rebuilding is still taking place, with many families living with extended family members or in temporary accommodation. Extensive refurbishment and capital works of the school site is planned for completion by mid 2022.

Duncan Adams

Principal

School vision

At Telegraph Point Public School we believe that every student should be challenged to learn and continually improve in an inclusive and high expectation environment. Teachers, families and students work in partnership to collaboratively ensure all students are known, valued and cared for on their learning journey at school. Our core expectations for the school community to be safe, respectful and our personal best supports this vision.

School context

Telegraph Point Public School is a community school located approximately 18km north-west of Port Macquarie on the mid-north coast of NSW. This school is a focal point of the community and caters for 130 students in Kindergarten to Year 6, including 5% Aboriginal or Torres Strait Islander students, and is experiencing an upward trend of enrolments. The school endeavours to work in strong partnership with students, staff, families and the wider community working together to promote school excellence and high academic achievement.

Our school is supported by a strong P&C, consisting of parents, caregivers and the wider community. The school environment includes well-resourced classrooms set in large, picturesque grounds.

Through our situational analysis, we have identified three areas of focus for the Strategic Improvement Plan. This builds upon the work undertaken in the previous school planning cycle around teacher professional learning in quality implementation of explicit teaching and assessment practices to differentiate the curriculum.

1. Student growth and achievement

When analysis was conducted against the student outcome measures it was evident that our expected growth in both reading and numeracy is an area for explicit focus in the new school plan. The school will develop systems to monitor and review its curriculum provision to meet changing requirements of the students. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement. Our school focus to improve student growth and achievement in reading and numeracy is underpinned by the evidence base provided by What Works Best: 2020 update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

2. Connect, succeed, thrive and learn

When conducting the analysis of the Tell Them From Me (TTFM) survey data it was evident that student engagement and sense of belonging is an area for ongoing focus. The What Works Best literature (Student Wellbeing) identifies core elements of focus that aligned to our needs. Positive Behaviour for Learning (PBL) commenced early in 2021 and our reflection of progress has been consistent with the literature that suggests behaviour is only one part of wellbeing, and there is more work to be done that warrants inclusion of wellbeing in the new school plan. Therefore, we will have a whole-school focus on activities that have been proven to work in other settings and are likely to work in ours. These activities draw from the evidence base and can be grouped broadly into 'promoting social and emotional learning', 'connectedness', 'learning engagement' and 'creating a safe environment'.

3. HVCS high performance culture

The Hastings Valley Public Schools (HVPS) consists of nine public schools across the Port Macquarie-Hastings local government area who work together cooperatively to deliver quality academic and wellbeing outcomes for over 4500 students in this community. When conducting the analysis of our Improvement, Innovation and Change survey, Telegraph Point Public School teachers clearly identified collaborative practice as an area for refining and improvement. Our self assessed efficacy in this area was also under reported compared to other schools in our network. The What Works Best literature (Collaboration) identified core elements of focus that align to our needs. The nine public schools within the HVPS are committed to establishing professional learning networks and offering coaching/mentoring to all teachers within our community of schools. Through building stronger connections within the HVPS, we are able to provide high quality instructional leadership to improve teaching and learning across the community, as well as strengthen transition programs between Telegraph Point Public School and Hastings Secondary College.

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

Strategic Direction 1: Student growth and attainment

Purpose

Through a collaborative focus on effective and evidence -based teaching strategies, and highly effective use of data to inform planning, programs and teaching practice, students will show consistent and expected growth and attainment.

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.

- Quality Teaching Rounds (QTR)
- Personalised Learning
- Data Driven Teaching Practices

Resources allocated to this strategic direction

Socio-economic background: \$37,000.00

Aboriginal background: \$7,153.00

English language proficiency: \$2,400.00

Low level adjustment for disability: \$55,000.00

Literacy and numeracy: \$12,100.00

Summary of progress

Due to disruptions caused by flood and COVID-19, we had a narrow focus on data driven teaching practices for Strategic Direction 1. Each week the Assistant Principal led reading and numeracy focused professional learning, within a "learn, do, reflect" model, embedding collaborative practice through critical friendships and lesson observations. Twice a term all teachers engaged in coaching and mentoring at Westport Public School with the Deputy Principal, Instructional Leader to improve teaching practice in literacy and numeracy, data analysis, ALAN, PLAN2 and the Literacy and Numeracy progressions. In addition to planned professional learning, staff completed an 'Elements of Effective Assessment' suite of professional learning, building on the LEED Capacity Building resources and presented by the Assistant Principal and a Classroom Teacher. This year self-reported efficacy in the use of data to inform teaching has improved, indicating that our focus on data driven teaching practices is positively impacting on teacher practice. Disruptions through COVID-19 restrictions and the flood impacted on activities within the Strategic Direction, and as a result some activities are delayed. This will be reflected in our 2022-2025 School Improvement Plan.

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
The proportion of Year 3 and 5 students achieving in the top two bands (or equivalent) in NAPLAN numeracy is at or above system-negotiated target baseline.	The proportion of Year 3 and Year 5 students achieving in the top two bands (or equivalent) in NAPLAN numeracy has increased by 11.06% indicating we have exceeded the system-negotiated target baseline.
The proportion of Year 3 and 5 students achieving in the top two bands (or equivalent) in NAPLAN reading is at or above system-negotiated target baseline.	The proportion of Year 3 and Year 5 students achieving in the top two bands (or equivalent) in NAPLAN reading has increased by 2.5% indicating we have exceeded the system-negotiated target baseline.
The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is at or above system-negotiated target baseline.	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 31.3% indicating we have exceeded the system-negotiated target baseline.
The proportion of Year 5 students achieving expected growth in NAPLAN literacy has increased by 11.9% indicating we have exceeded the system-	

literacy is at or above system-negotiated target baseline.	negotiated target baseline.
There is an uplift of 5% of students completing Years 3, 4, 5 and 6 who have achieved at or above a stanine level 5 in PAT reading.	The proportion of Years 3-6 students achieving at or above a stanine level 5 in PAT Reading has increased by 9.25% indicating we have exceeded our school-based goal of 5% uplift.
There is an uplift of 5% of all students K-6 who have achieved at or above stage-expected learning indicators within the understanding texts sub-element of the Literacy Progressions.	Tracking towards to target.
There is an uplift of 5% of students completing Years 3, 4, 5 and 6 who have achieved at or above a stanine level 5 in PAT maths.	The proportion of Years 3-6 students achieving at or above a stanine level 5 in PAT Mathematics has increased by 16.75% indicating we have exceeded our school-based goal of 5% uplift.
There is an uplift of 5% of all students K-6 who have achieved at or above stage-expected learning indicators within the quantifying numbers sub-element of the Numeracy Progressions.	Tracking towards the target.
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning</p> <p>Element: Assessment (WTD)</p> <p>Focus theme: Formative assessment (D) & Summative assessment (WTD)</p> <p>Teaching</p> <p>Element: Effective classroom practice (D)</p> <p>Focus theme: Explicit teaching (D)</p> <p>Teaching</p> <p>Element: Data skills and use (D)</p> <p>Focus theme: Data use in teaching (WTD)</p> <p>Leading</p> <p>Element: Educational leadership (D)</p> <p>Focus theme: Instructional leadership (D) & High expectations culture (D)</p>	<p>Learning</p> <p>Element: Assessment (Delivering)</p> <p>Focus theme: Formative assessment (Delivering) & Summative assessment: (Delivering)</p> <p>Teaching</p> <p>Element: Effective classroom practice (Delivering)</p> <p>Focus theme: Explicit teaching (Delivering)</p> <p>Teaching</p> <p>Element: Data skills and use (Delivering)</p> <p>Focus theme: Data use in teaching (Delivering)</p> <p>Leading</p> <p>Element: Educational leadership (Sustaining and growing)</p> <p>Focus theme: Instructional leadership (Sustaining and growing) & High expectations culture (Delivering)</p>

Strategic Direction 2: Connect, succeed, thrive and learn

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and student engagement.

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 and engagement
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$11,200.00

Summary of progress

Great progress was made within Strategic Direction 2, with student wellbeing and engagement processes undergoing significant change. A Student Wellbeing and Engagement committee collected a range of data from students, staff and community members to plan, design and implement Positive Behaviour for Learning in 2021, launched alongside an exhaustive Student Wellbeing and Engagement Policy, including a planned approach to attendance. While these systems are being followed with fidelity, increasing consistency of approach across the school, the impact of these changes will likely not be evident in Tell Them From Me and other data sources for some time.

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
Increase the percentage of students with 90% or higher attendance by 1.1% to meet the system-negotiated target.	The percentage of students attending at or above 90% of the time has decreased 24.67%, placing us below our system-negotiated target. Attendance this year has been heavily impacted by COVID-19 and flood disruptions and is not an accurate indication of our general attendance.
TTFM Wellbeing data (advocacy, belonging, expectations for success) increases to be at the system-negotiated baseline target.	Advocacy measures decreased 10.0% placing us below statistically similar school groups by 4%. Expectations for success measures increased 2.0% placing us above statistically similar school groups by 10%. Sense of belonging measures increased 11.0% placing us below statistically similar school groups by 21%.
Expectations of learning and behaviour co-constructed and established in partnership with students, families and staff.	Matrices, including expectations of learning and behaviour, were co-constructed, established and implemented in partnership with students, families and staff.
Teachers undertake a sequenced program of high impact professional learning in the <i>Every Student is Known</i> toolkit with a refined focus on Personalised Learning, Attendance and Relationships.	Delayed initiatives have required this work to be postponed to 2023.
Decrease negative recorded behaviours by 5% from 2020. Determine a baseline of negative recorded behaviours over 2020 and 2021.	Negative recorded behaviours increased 58% from 2020 baseline. This may be due to increasingly embedded practice using Sentral by staff members.

Strategic Direction 3: HVCS high performance culture

Purpose

The HVCS leadership team establishes a collaborative professional learning community which is focused on continuous improvement of teaching and learning across K-12 for all staff and students.

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.

- Transition
- Instructional leadership

Resources allocated to this strategic direction

Professional learning: \$13,000.00

Socio-economic background: \$1,000.00

Summary of progress

Transition

These initiatives represents a key component of building public education in Port Macquarie. After one year, some progress has been made in forming closer ties between Telegraph Point Public School, Hastings Secondary College and its other feeder schools. Evidence suggests there was a smoother transition of supported learning students and mainstream students to Hastings Secondary College and greater sharing of PLP's and Behaviour Support Plans. Telegraph Point Public School has engaged in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

A calendar of transition events for 2021 was developed by representatives from Telegraph Point Public School, Hastings Secondary College and the Hastings Valley of Public Schools outlining significant transition events for ALL supported Learning and ATSI students throughout a 12 month period. The calendar set expectations of when significant events occur and identified those responsible to ensure success. This calendar was reviewed at the end of 2021 and has been updated and distributed to all HVPS stage 3 and 4 staff. This progress measure was reached. We expect feedback from the community to reinforce this new process. Telegraph Point Public School has collected and analysed information to inform and support students' successful transition in 2021. An area for improvement for 2022 will be to further collaborate with parents of students whose continuity of learning is at risk. We will also be focussing on strengthening the consistency of Pre-K transition.

Instructional Leadership

The combined SDD Term 3 for all HVPS staff was once again hampered by COVID 19. In spite of this, there was evidence of some collaborative practice and feedback between Telegraph Point Public School, Hastings Secondary College and partner schools. A HVPS professional learning calendar has not yet been developed. External impacts such as COVID and staffing shortages made it difficult for staff to meet during 2021. This calendar will be a priority for 2022 and will be actioned after the Executive Intensive on 26th March 2022.

Telegraph Point Public School, Hastings Secondary College and its' partner schools have identified expertise within their staff and will draw on this to further develop a HVPS professional learning community. Areas for development in teacher expertise will be identified in 2022 and addressed. Teachers will be supported to trial innovative or evidence based, future-focused practices. There will be a narrow focus on professional learning aligned with developing Instructional Leadership skills and its impact on the quality of teaching.

Survey's, observation of engagement in professional learning and document analysis relating to attendance indicates an increase in the number of HVPS staff actively collaborated with practitioners from other schools to reflect and improve upon teaching practice.

As we progress into 2022, negotiated Telegraph Point Public School, Hastings Secondary College and inter/school relationships will be further developed through specific activities such as STEM days.

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
All schools in the HVPS have consistent systems and processes to support of students Year 6 to 7	100% of HVPS schools share consistent strategies to support Year 6 to 7 transition.
HVPS Professional Learning Calendar established. Systems are refined to be actively led by all executive and inclusive of effective strategies incl. professional learning, observation and learning walks. Identification of key staff from HVPS to initiate and collaborate on stage 3 and 4 events around College Academy areas.	Internal data reflects that there has been progress made towards the progress measure.

Funding sources	Impact achieved this year
Integration funding support \$38,000.00	<p>Integration funding support (IFS) allocations support eligible students at Telegraph Point 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"> • 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) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: An increase in English outcomes for targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To increase Mathematical outcomes for targeted students utilising the QuickSmart program.</p>
Socio-economic background \$49,200.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Telegraph Point 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 and engagement • Attendance • Transition • Quality Teaching Rounds (QTR) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • QTR PL. for staff and engaging in LEED. <p>The allocation of this funding has resulted in: An increase in collaborative practices.</p> <p>After evaluation, the next steps to support our students with this funding will be: Implementation of QTR. across the school. Learning walks to continue. Additional PL for all staff - Evidenced based</p>
Aboriginal background \$7,153.00	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Telegraph Point 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"> • Personalised Learning <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 background \$7,153.00	<p>Aboriginal students</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: An increase in English outcomes for Aboriginal students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to increase English outcomes utilising SLSO support as well as Mathematical outcomes by engaging in the QuickSmart program.</p>
English language proficiency \$2,400.00	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Telegraph Point 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"> • Data Driven Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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: Additional resources to support targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Additional resources (human) to support targeted students</p>
Low level adjustment for disability \$55,000.00	<p>Low level adjustment for disability equity loading provides support for students at Telegraph Point 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"> • Data Driven Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 intervention MultiLit to increase learning outcomes <p>The allocation of this funding has resulted in: An increase in English students outcomes for targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Invest in the QuickSmart program and SLSO FTE and Professional Learning to lift targeted students in Mathematics.</p>
Location \$5,000.00	<p>The location funding allocation is provided to Telegraph Point 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"> • Other funded activities

<p>Location \$5,000.00</p>	<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: For all students to access excursion opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: For all students to access excursion opportunities.</p>
<p>Literacy and numeracy \$12,100.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Telegraph Point 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"> • Data Driven Teaching Practices <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 • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: An increase in PL, quality teaching and learning resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: Research based teaching and learning PL. Additional allocation of staffing to target student intervention.</p>
<p>QTSS release \$24,823.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Telegraph Point 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Allocation of additional staff to fulfill teaching and learning in the classroom. whilst principal has been dealing with floods.</p> <p>After evaluation, the next steps to support our students with this funding will be: Allocation of additional staff to fulfill teaching and learning in the classroom.</p>
<p>COVID ILSP \$78,680.05</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</p>

<p>COVID ILSP \$78,680.05</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in: Trending towards increasing student outcomes for students during Home Learning .</p> <p>After evaluation, the next steps to support our students with this funding will be: Increasing student outcomes for students during Home Learning .</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	58	65	67	65
Girls	52	60	67	64

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.7	96.2	94.4	90.5
1	94.1	93.1	94.5	90.2
2	89.5	95	90.6	90.5
3	93.4	94.2	91.9	82.7
4	93.2	93.1	92.9	88.2
5	93.6	91	90.7	86.3
6	92.2	93.7	90.5	84.4
All Years	92.3	93.7	92.3	87.6
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)	1
Classroom Teacher(s)	4.78
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.81

*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	159,094
Revenue	1,602,400
Appropriation	1,569,174
Sale of Goods and Services	601
Grants and contributions	32,026
Investment income	199
Other revenue	400
Expenses	-1,603,793
Employee related	-1,391,272
Operating expenses	-212,521
Surplus / deficit for the year	-1,393
Closing Balance	157,701

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	38,098
Equity Total	114,466
Equity - Aboriginal	7,153
Equity - Socio-economic	49,182
Equity - Language	2,400
Equity - Disability	55,732
Base Total	1,177,493
Base - Per Capita	33,033
Base - Location	5,099
Base - Other	1,139,361
Other Total	54,036
Grand Total	1,384,093

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

In 2021 the school sought the opinions of parents, students and teachers about the school. An analysis of all responses indicated that Telegraph Point Public School: Students enjoy attending school (83%) and enjoy positive, respectful relationships with their teacher/s 93%. 76% of students have a positive opinion of him or herself as a learner and 79% of parents indicated that Telegraph Point PS have competent teachers who set high standards of achievement. Surveys results show that teachers understand students abilities and provide targeted teaching and learning. Throughout COVID restrictions TPPS has maintained clear communication with the community 82%. and 86% of the school community have indicated that they know where to find information regarding current events happening at school.

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.