2021 Annual Report

Teralba Public School

3183

Introduction

The Annual Report for 2021 is provided to the community of Teralba Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Teralba Public School
York St
Teralba, 2284
https://teralba-p.schools.nsw.gov.au
teralba-p.school@det.nsw.edu.au
4958 2117

School vision

At Teralba Public School our vision is to teach and inspire our students to become creative, resilient and resourceful, succeeding today whilst being prepared for tomorrow.

School context

Teralba Public School is a small school on the north western shores of Lake Macquarie on the land of the Awabakal people. The current school enrolment is 112. This enrolment has increased significantly over the past few years due to growth in the local suburb. It is anticipated that this trend will continue. Teralba Public School currently has an Aboriginal population of 16%. 5%of students come from NESB households. The current FOEI is 120 this is trending down due to the change in demographics. The school has an ICSEA score of 944. These figures identify us as a low socio- economic regional school.

Teralba Public School engages in a variety of extra-curricular activities including sport, public speaking, debating, Star Struck, drumming group, Premiers sporting challenge, Premiers reading challenge.

In 2020, Teralba Public School undertook External Validation. This involved a deep analysis of our strengths and areas to improve against the School Excellence Framework (SEF). Throughout this process, staff identified the need for a continued focus on quality teaching, learning and leadership, student wellbeing and community engagement. It was identified that the student wellbeing focus has assisted staff to achieve strong educational outcomes for all students.

Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What Works Best: 2020 update. As the research 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. Focus needs include mathematics, reading, comprehension and attendance.

When conducting the analysis of the school wellbeing metrics it was evident that student sense of belonging is an area of ongoing focus. The literature (Student Wellbeing) identified core elements of focus that aligned to our needs. And while PBL is embedded across all the school, our reflection of progress is consistent with the literature that suggests that behaviour is only 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 drawn from the evidence base can be grouped broadly into 'promoting various school connections' and 'strengthening student wellbeing systems'.

Looking at the higher than usual staff turnover and employment due to school growth we ensure teachers are supported by a continuous and reflective system of professional learning that develops personal and professional skills. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our 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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes across the curriculum and to build strong foundations for academic success, all staff will monitor and use data to indentify the needs of individual students and their learning goals. We will develop student capacity to become self-directed learners who are empowered to drive their own learning in line with their goals.

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.

- Literacy
- Numeracy

Resources allocated to this strategic direction

QTSS release: $9,235.00
Professional learning: $5,750.00
Early Action for Success (EAfS): $68,605.00
Socio-economic background: $17,174.00
Low level adjustment for disability: $7,982.00
Literacy and numeracy: $8,131.98

Summary of progress

Our focus for literacy was the introduction of explicit phonics program; Sounds Write, Phonological awareness program, Heggerty and the Writing Revolution program. In addition to this, staff developed a literacy scope and sequence program to assist in delivering a consistent literacy program. Sounds Write and Heggerty were focused in K-2 classes with all classes introducing the writing program, 'The Writing Revolution'. All other classes will be introduced in 2022. All 3-6 students phonological awareness skills were screened using the program 'Bridging The Gap' with all Tier 2/3 students identified and participating in intense intervention work.

All staff worked collaboratively to review and update our whole school maths scope and sequence. Essential Assessment was introduced to provide staff with an additional tool that allowed for faster assessment and monitoring of each student. Intervention groups were targeted based on Essential Assessment results. All staff worked on task cycles, allowing students to exploring mathematical concepts at a deeper level.

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
Identify students in tiers 1 and 2, in years 4,5 and 6, shifting to expected and above achievement focused on school identified areas of need. With identified students (2021) develop a program that specific target areas of need in order to see upward trend in value add data.	Students in tiers 1 and 2 in grades 4,5 and 6 were identified by the end of term 1. Executive staff and Instructional Leader analysed data by the end of term 1. Ongoing formal and informal assessment results are collated on PLAN 2 and analysed bi -termly to ensure continued monitoring of student progress.
Minimum of 40.3% of year 3 and 5 students achieve in top 2 bands NAPLAN reading.	31% of students in Years 3 and 5 achieved in the top 2 bands of NAPLAN, Reading in 2021
Minimum of 37.9% of year 3 and 5 students achieve in top 2 bands NAPLAN Numeracy.	24.1% of students in Years 3 and 5 achieved in the top 2 bands of NAPLAN, Numeracy in 2021

Identify students in tiers 1 and 2 in years K-2 using phonological awareness data.	All students in tier 1 and 2 were identified in 2021.
50% of students achieve expected growth in both NAPLAN Reading and Numeracy.	44% of student in Year 5 achieved expected growth in Reading in 2021 11% of students in Year 5 achieved expected growth in Numeracy in 2021
Improvement as measured by the School Excellence Framework: Curriculum - Sustaining and Delivering Assessment - Sustaining and Delivering	**Learning** Curriculum; Delivering - Not meeting 2021 progress measure of Sustaining and Growing Assessment; Sustaining and Growing Meeting 2021 progress measure of Sustaining and Growing

Strategic Direction 2: Connection of Learning

Purpose

In order to maximise student learning opportunities Teralba Public School will develop and nurture strong partnerships across a variety of areas including partner schools, community groups and parent groups. We aim to provide students with a wide range of supports, connections and experiences that will help them to become self-directed learners who are aware of their own progress and feel confident in their own abilities..

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.

- Student Wellbeing
- School Connections

Resources allocated to this strategic direction

Aboriginal background: $7,974.00
Low level adjustment for disability: $22,590.00
Socio-economic background: $2,500.00

Summary of progress

Teralba Public School continued to focus on improving student wellbeing, attendance and connection within the local area. This was achieved through reviewing and refining processes within the school that create a safe and caring school culture. PBL continues to be a focus for all staff and students. This consistent approach to school wellbeing has seen great success in improving student wellbeing. Employment of a School Wellbeing Officer to engage with students and families and run key programs across the school has also contributed to improved student wellbeing.

All staff followed strong school systems to contact families regularly, particularly during COVID lock down. This attention to following school systems has led to whole school growth in targets of attendance. Staff also included a specific report on student attendance in student report cards. Due to COVID, external connections with LMG schools including transition and other activities were limited.

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 wide professional development to develop an understanding of PLSP requirements and expectations. Staff identify students with PLSP needs. This is co-ordinated through the LAS team and communicated to parents.	Staff met with the Learning and Support team to identify all learning and PLSP needs. No whole staff PD was conducted. Staff identified students requiring PLSP's by the end of week 5 Term 1 with 100% of all students plans being completed and communicated to relevant stake holders by the the end of term 1.
Improvement as measured by School Excellence Framework. **Learning** Learning Culture - Sustaining and Growing Wellbeing - Excelling	**Learning** Learning Culture; Sustaining and Growing - Meeting 2021 progress measure of Sustaining and Growing. Wellbeing; Excelling - Meeting 2021 progress measure of Excelling.
Staff develop a deep understanding of the Wellbeing Framework and how it	Staff will revisit this in 2022 due to professional development constraints in 2021.

can be written into classroom teaching programs	
Achieve a minimum of 73.65% of all students attending school 90% of the time or more. (system negotiated upper bound target)	76.12% of students achieved school attendance above 90%.

Strategic Direction 3: Quality Teaching Systems

Purpose

We will further develop and refine data driven teaching practices that are responsive to the learning needs of all students and ensure that quality teaching practices are developed and consistent across the school, inline with current research and student needs.

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.

- Data driven practises
- Enhanced professional collaboration

Resources allocated to this strategic direction

QTSS release: $8,703.00
Socio-economic background: $52,731.80
Professional learning: $3,700.00
Low level adjustment for disability: $14,367.40
School support allocation (principal support): $48,502.80
Beginning teacher support: $5,000.00

Summary of progress

This year all teaching staff undertook high quality professional development with Big Ideas Maths, Heggerty's phonemic awareness, Science of Reading training, writing revolution training and a major overhaul of TPS Maths scope and sequence and writing and grammar scope and sequence. This occurred all year and was led by the school executive team. The professional development undertaken by staff allowed continued development of whole school sustainable practices that tracked student growth and achievement. Improved data collection and monitoring occurred in 2021 with all staff working closely with executive and Instructional Leader in 5 weekly Data meetings. Staff were guided through a series of professional development afternoons and mentored to gather data needed.

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 staff develop a deep understanding of Learning Sprints and have implemented them within their class.	Learning sprints occur each term, facilitated by the executive team and Instructional leader. Teachers use 5 weekly PLAN data to identify needs within their classroom and learning sprints are planned accordingly.
Learning intentions are visible for all students in all classrooms.	Staff outline learning intentions at the commencement of literacy and numeracy lessons across the school. Students are encouraged to discuss their progress informally and formally during lessons and through conferencing.
Professional development of all staff in the area of QTR Planned to improve teaching and learning in their classes teachers actively evaluate, discuss, and share lesson development.	Due to COVID and student and staff cohorting QTR did not progess in 2021. A review of it's potential impact compared to costs will be conducted. Comprehensive PL, targeted to the needs of students was provided to improve teaching practice and student outcomes. The school invested in external Sounds Write training for K-2 staff. Self-paced training in Heggerty Phonemic Awareness was undertaken by all K-2 staff. The Science of Reading self-paced training was completed by all staff K-6. These PL opportunities provided a solid foundation for the evidence-based literacy practices introduced in 2021. Analysis of PLAN 2 data drives individualised professional learning. Teachers are mentored in areas identified for growth on a five-weekly basis

Professional development of all staff in the area of QTR Planned to improve teaching and learning in their classes teachers actively evaluate, discuss, and share lesson development.	by the Instructional leader and supported through the delivery of demonstration lessons, co planning, lesson observations and feedback.
Improvement as measured by School Excellence Framework. **Learning** Reporting - Sustaining and Growing **Teaching** Effective Classroom Practice- Sustaining and Growing Data Use and Skills - Sustaining and Growing Professional Standards - Sustaining and Growing Learning and Development - Sustaining and Growing	**Learning** Reporting: Delivering - Not meeting 2021 progress measure of Sustaining and Growing **Teaching** Effective Classroom Practice: Sustaining and Growing - Meeting 2021 progress measure of Sustaining and Growing Data Use and Skills: Delivering - Not meeting 2021 progress measure of Sustaining and Growing Professional Standards: Delivering - Not meeting 2021 progress measure of Sustaining and Growing Learning and Development: Sustaining and Growing - Meeting 2021 progress measure of Sustaining and Growing

Funding sources	Impact achieved this year
Integration funding support $50,806.00	Integration funding support (IFS) allocations support eligible students at Teralba Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • 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 **The allocation of this funding has resulted in:** All students that need PLSP's and PLP's having up-to-date plans that are communicated to families. Learning and support team meet regularly to discuss needs of individual students with robust follow up. All staff make and follow plans that support students with additional needs. **After evaluation, the next steps to support our students with this funding will be:** Continued employment of LAS due to growing school and increased needs. To tie in better with SD2 improved communication to parents of impact and how we can work together.
Socio-economic background $72,405.80	Socio-economic background equity loading is used to meet the additional learning needs of students at Teralba Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy • Enhanced professional collaboration • Student Wellbeing • School Connections • Data driven practises **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement whole school Mathematics programs to support identified students with additional needs • professional development of staff through Sounds Write, (external) Heggerty (internal) and Writing Revolution (internal) to support student learning • Essential Assessment online subscription **The allocation of this funding has resulted in:** All staff (K-2) completing Sounds Write training. All staff K-6 completing Heggerty training followed by a review of the school scope and sequence. All staff professionally developed in 'Big Ideas' in Maths with a review of school scope and sequence. **After evaluation, the next steps to support our students with this funding will be:** Further professional development and paired teaching time to ensure a consistent approach to phonemic awarness teaching and writing across the school. Further review of teaching programs and lessons to ensure that 'Big Ideas' concepts are taught across the school with executive measuring impact of these lessons with PLAN 2, NAPLAN and Essential Assessment

Socio-economic background	data.
$72,405.80	

| Aboriginal background | Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Teralba 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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
• Student Wellbeing
• Other funded activities

Overview of activities partially or fully funded with this equity loading include:
• employment of additional staff to deliver personalised support for Aboriginal students
• employment of specialist additional staff (LaST) to support Aboriginal and non Aboriginal students with a focus on attendance and engagement.
• staffing release to support development and implementation of Personalised Learning Plans
• Staff professional development with 'Connecting to Country' and resources that go with PD
• Development of the Teralba Aboriginal Education committee
• employment of specialist additional staff (LWO) to support Aboriginal students

The allocation of this funding has resulted in:
Aboriginal student individual education plans and personalised learning pathways created and monitored. All staff attending localised "Connecting to Country" professional development with 1 staff member attending the full course. The formation of staff Aboriginal committee to monitor and direct Aboriginal education across the whole school community.
Employment of additional staff to provide improved small group instruction in literacy, numeracy and cultural education. Provision of whole school cultural activities.

After evaluation, the next steps to support our students with this funding will be:
Continued focus on monitoring Aboriginal students progress in the key learning areas of literacy and numercy. Whole school language program to be introduced and taught. Continued focus on cultural and belonging groups. Improved engagement of community for support and consultation. |
|---|---|
| $19,929.00 | |

| English language proficiency | English language proficiency equity loading provides support for students at all four phases of English language learning at Teralba Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
• Other funded activities

Overview of activities partially or fully funded with this equity loading include:
• additional time alloaction for LAS to support identified students.

The allocation of this funding has resulted in:
No specific program outside of LAS and classroom teacher support.

After evaluation, the next steps to support our students with this funding will be:
Monitor students identified as EALD and how they are progressing compared to like students. Ensure that all staff work collaboratively with parents identified as EALD in a variety of ways. |
|---|---|
| $2,400.00 | |

Low level adjustment for disability $44,939.40	Low level adjustment for disability equity loading provides support for students at Teralba Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • School Connections • Student Wellbeing • Literacy • Enhanced professional collaboration **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of LaST and interventionist teacher **The allocation of this funding has resulted in:** Improved access requests for all students needing additional support. Coordinated PLSP fro all students needing additional support. Improved student assessment data with LAS teacher coordinating Essential Assessment. **After evaluation, the next steps to support our students with this funding will be:** Continued additional time for LAS teacher will support students with additional needs because the school is growing significantly in numbers and complexity.
Professional learning $9,450.00	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 Teralba Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy • Data driven practises **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing **The allocation of this funding has resulted in:** All staff in K-2 having a deep understanding of the Heggerty Phonological and Phonemnic Awarness program with 3-6 staff having a basic understanding. All k-2 staff to complete the Sounds Write professional development. **After evaluation, the next steps to support our students with this funding will be:** All teaching staff to complete 'Heggerty' training to implement in classes in 2022.
Beginning teacher support $14,000.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Teralba Public School during their induction period. **Funds have been targeted to provide additional support to students**

Beginning teacher support $14,000.00	**enabling initiatives in the school's strategic improvement plan including:** • Enhanced professional collaboration • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • Additional RFF support (30 minutes per week) • Additional Executive RFF per fortnight for mentoring (30 minutes per fortnight) **The allocation of this funding has resulted in:** Increased RFF time for additional planning, data collection and mentoring. Executive staff worked closely to mentor, team teach and do lesson observations. **After evaluation, the next steps to support our students with this funding will be:** Reduction in executive mentoring, due to reduced funding. Beginning teacher to still receive additional RFF time in 2022.
School support allocation (principal support) $48,502.80	School support allocation funding is provided to support the principal at Teralba Public School with administrative duties and reduce the administrative workload. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Enhanced professional collaboration **Overview of activities partially or fully funded with this initiative funding include:** • Higher duties for classroom teachers to take on executive roles and responsibility due to school growing. • Employment of classroom teacher to reduce Teaching Principal teaching load **The allocation of this funding has resulted in:** Distribution of executive roles has improved efficiencies across the school with increased classroom observations, stage meetings and support in other administration tasks. Reduced teaching time for teaching principal has improved consistency for students in all classes. **After evaluation, the next steps to support our students with this funding will be:** Continuing higher duties for classroom teacher to do executive role. This will help in planning, observations and additional administration. Continue using Principal Support allocation to employ classroom teacher to maintain teacher consistency.
Literacy and numeracy $8,131.98	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Teralba Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Numeracy **Overview of activities partially or fully funded with this initiative funding include:** • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy **The allocation of this funding has resulted in:**

Literacy and numeracy $8,131.98	Improved results in both literacy and numeracy across K-6. This is evident through data collected in PLAN 2 and Essential Assessment. **After evaluation, the next steps to support our students with this funding will be:** To continue to deliver quiality professional development to support student results.
Early Action for Success (EAfS) $68,605.00	The early action for success (EAfS) funding allocation is provided to improve students' performance at Teralba Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy **Overview of activities partially or fully funded with this initiative funding include:** • 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 to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students **The allocation of this funding has resulted in:** Increased teacher capacity in data collection and analysis using PLAN 2 Embedded systems of data analysis which are responsive to identified areas of student development in literacy and numeracy School wide, professional learning is tailored to specific areas for student improvement and individualised professional learning is data driven. **After evaluation, the next steps to support our students with this funding will be:** EaFS program concluded in 2021. The responsibilities associated with the funding are to be transferred to the APC& I role in 2022.
QTSS release $17,938.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Teralba Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy • Data driven practises **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives **The allocation of this funding has resulted in:** Professional development for staff in QTR. Release of staff for lesson observation and QTR rounds. Employment of IL for an additional day per week to support teaching staff in curriculum implementation and data analysis. **After evaluation, the next steps to support our students with this funding will be:** Employment of APC&I to support staff in planning, data collection and professional development.

COVID ILSP $63,000.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data. **The allocation of this funding has resulted in:** Improvements in students 2-6 in phonemic awareness. Improvements in basic addition and subtraction in stage 1-2 students. **After evaluation, the next steps to support our students with this funding will be:** Ongoing monitoring of identified students in the areas phonemic awareness and numeracy.

Student information

Student enrolment profile

	Enrolments			
Students	**2018**	**2019**	**2020**	**2021**
Boys	42	48	53	65
Girls	28	33	46	55

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
K	92.2	95.3	95.2	94.3
1	91.6	89.9	89.9	91.7
2	94.9	95.1	90.4	94.7
3	93.7	94.6	89.2	90.8
4	93.9	97	95.9	92.6
5	83.2	93	89.9	92.9
6	86	83.8	92	93.4
All Years	90.6	92.5	91.5	93
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
Classroom Teacher(s)	4.67
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*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.

Teralba Public School 3183 (2021)

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	282,343
Revenue	1,498,832
Appropriation	1,451,487
Sale of Goods and Services	1,613
Grants and contributions	45,590
Investment income	141
Expenses	-1,639,040
Employee related	-1,391,944
Operating expenses	-247,096
Surplus / deficit for the year	-140,208
Closing Balance	142,134

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	50,806
Equity Total	139,665
Equity - Aboriginal	19,920
Equity - Socio-economic	72,406
Equity - Language	2,400
Equity - Disability	44,940
Base Total	968,395
Base - Per Capita	24,405
Base - Location	0
Base - Other	943,990
Other Total	154,322
Grand Total	1,313,188

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

Parent Survey Results- Tell Them From Me 2021.

Results reflected an overall growth in all areas of parent satisfaction.

72% of parents regularly spoke with their child's teacher, 60% of parents reported meeting regularly with teachers. 60% of parents survey were satisfied with the support offered by staff during COVID learning from home.

Parents reported that they found all staff friendly and welcoming and that the schools' growth is a positive outcome for all students.

Parents reported that the environment that the staff provided was caring and loving and more than 85% of parents reported that all staff have high expectations of their child in an inclusive environment.

Student Survey Results- Tell Them From Me 2021.

Results reflected that majority of students felt safe and cared for at school. Majority of students loved Teralba Public School because of their friends, the staff and activities.

Majority of students felt that staff had high expectations of both academic and social outcomes.

Majority of students reported that seeing their friends at school was the best part about 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.