

2021 Annual Report

Terara Public School



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Introduction

The Annual Report for 2021 is provided to the community of Terara 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

Terara Public School

Terara Primary School

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Message from the principal

What a year! The best way to describe 2021 has been a rollercoaster ride! Collectively we have risen to many challenges and dived to great depths to challenge us and help us grow as individuals and a school.

When I first arrived at Terara Public School at the beginning of the school year, I knew I had become part of something very special. There was something unique about the way the students interacted with one another and the teachers that made the playground feel more like a family gathering than a school yard. With that, I felt the enormous responsibility to ensure that I kept the Terara culture alive and thriving.

We have seen many changes throughout the year, the demands of Learning from Home and the stress that lockdowns caused many families. This was another example of the strength of the Terara community and how, together, we made the best of a bad situation and just 'got on with it'. The teachers effortlessly switched to remote learning platforms and parents and carers did an amazing job of supporting their child's education and wellbeing. For that, we thank you!

Just as each student brings a special dynamic and flavour to the school each day, so do the teachers. The professionalism, passion and dedication that each teacher brings to the classroom each day is remarkable and I am grateful that I have these wonderful individuals by my side. So, thank you to the outstanding teachers at Terara. You show up each day motivated by making a positive impact in the lives of all the students you teach. You work tirelessly to ensure each student is valued and cared for in a safe and supported environment.

To the students, thank you. Thank you for welcoming me into your school and reminding me every day what a privilege it is to be a part of Terara.

Finally, to the parents and carers, you have been the champions in this year's story! The challenges of not one but 2 years of remote learning, lockdowns and supporting your families through the trials and tribulations of 2021 are admirable. Thank you for your support in allowing me to lead the school. Moving into 2022, I am excited about continuing the rich traditions at Terara and introducing new and exciting opportunities for the school.

2021 has certainly been a memorable year.

Emma Chalker

School vision

To foster a commitment towards enhancing and sustaining a culture of high expectations and teaching excellence by providing quality learning experiences for every child. Collaboration will be supported by a strong, cohesive school community who work together to develop creative, critical thinkers, preparing today's children for the future.

School context

Terara Public School is a small, semi-rural school located approximately 3km east of the Nowra CBD. Traditionally a dairy farming area, the school now also attracts students in the nearby subdivision of Worrigeen. The school's enrolments have remained steady in recent years with approximately 90 students across 4 multi-aged classes. In 2021, 6% of students are Aboriginal.

Teaching and learning programs focus on providing strong foundations in the key learning areas of literacy and numeracy, with the goal of challenging and engaging all students. The student welfare policy is centered around the idea that all students are happy, resilient and achieving their individual potential. Teachers are dedicated to improving student outcomes and engage in professional development to ensure their knowledge, skills and understandings adopt best practice.

The school has developed a strong Science, Technology, Engineering and Mathematics (STEM) program that is a model of excellence in public education. Every student has opportunity to use flexible learning spaces across the school to enrich their learning. The school has been recognised for excellence in film making and in using technology to enhance and engage students in their learning.

The school maintains an excellent relationship and reputation with the wider community. Parent input is encouraged and valued. Parents are considered as partners in their children's education and the school believes that, as a community resource, we must remain an integral part of the community. School staff are seen as active community members, lifelong learners and professionals in their field. Their dedication, integrity and compassion has earned them respect from within the community. The school's focus on values education is underpinned by the core values of respect, responsibility, achievement and safety, all of which contribute to a culture of success.

The school has completed a situational analysis that has identified 2 areas of focus for our strategic improvement plan.

1. Student growth and attainment through explicit teaching and data driven practices.
2. Engaged and challenged learners through high expectations and evidence based professional learning.

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is for teachers to approach student learning with the intent to improve outcomes and foster growth. Evidence-based practices underpin high quality teaching within a supported and collaborative culture. There is an ongoing commitment to develop skilled and high quality teachers.

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.

- Explicit Teaching practices
- Data Driven Practices

Resources allocated to this strategic direction

Socio-economic background: \$18,924.54

Location: \$1,250.70

Professional learning: \$9,285.57

Low level adjustment for disability: \$26,691.00

Aboriginal background: \$4,378.33

Literacy and numeracy: \$3,037.37

Literacy and numeracy intervention: \$23,544.78

Summary of progress

Our whole school maths programs, scope and sequences and assessment schedules were reviewed to streamline teaching, learning and assessment across the school. There was an obvious need to streamline our teaching and learning programs. We needed to improve on the current teaching practice to demonstrate explicit teaching that was underpinned by expert knowledge, an understanding of the progression of learning in mathematics and the power of using number talks to engage students and foster student voice during maths lessons.

In Term 1, our K-2 teachers enrolled in 'Starting Strong' and our 3-6 teachers 'Building Big Ideas' This professional learning was delivered online by the mathematics strategy. It was evidenced based practice, designed to explore the big ideas and core concepts in mathematics. To complement this training, the school employed a teacher to work in an instructional leadership role. This model involved delivering numeracy professional learning to teaching staff, we then followed this up with classroom observation, teacher modelling and peer feedback. The purpose of these lessons was for the instructional leader to model best practice and to operate in a team teaching environment.

A full review of maths occurred following the QDAI (Question, Data, Analysis, Implications) process. Through staff feedback, the need to build teacher capacity in teaching number concepts was evident. Our professional learning strategy around maths was to deliver evidence based numeracy programs with a focus on collaboration. We were working towards systematically delivering skills, concepts and content knowledge in the right sequence to provide building blocks toward mastery. Teachers increased their understanding and confidence of teaching quality maths lessons through evidenced based numeracy instruction and classroom observation and modelling.

As a result, teachers have adopted a conceptual focus approach to teaching numeracy. They now regularly review and triangulate data to ensure positive student progress.

In 2022 Terara Public School will:

- Combine collaborative data rounds with collaborative coaching with a focus on reading and numeracy
- Embed research-informed pedagogy gained from professional learning in reading and numeracy

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
An increase in the percentage of	Data indicates that 60% of students in top 2 bands reading showing growth

<p>students achieving in the two bands in NAPLAN reading to be above the system negotiated baseline.</p> <p>An increase in the percentage of students achieving in the top two bands in NAPLAN numeracy to be above the system negotiated baseline.</p>	<p>from baseline data.</p> <p>Data indicates that 50% of students in top 2 bands numeracy showing growth from baseline data.</p>
<p>An increase in the percentage of students achieving expected growth in NAPLAN reading to be above the 2017-2018 NAPLAN baseline data.</p> <p>An increase in the percentage of students achieving expected growth in NAPLAN numeracy to be above the 2017-2018 NAPLAN baseline data.</p>	<p>Data indicates 53% of students made expected growth in NAPLAN reading which is an a decrease against baseline data.</p> <p>Data indicates 53% of students made expected growth in NAPLAN numeracy which is an a increase against baseline data.</p>
<p>Improvement as measured by the School Excellence Framework</p> <p>Learning</p> <p>Assessment is self assessed at Delivering</p> <p>Student Performance Measures is self assessed at Delivering</p> <p>Teaching</p> <p>Effective classroom practice is self assessed at Sustaining and Growing.</p> <p>Data skills and use is self assessed at Delivering</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice.</p>

Strategic Direction 2: Highly Engaged Learners

Purpose

The students at Terara Public School will be engaged and challenged learners. The school community will have high expectations of student achievement and teachers will collaborate to design programs that are differentiated, creative and meaningful. The staff will have access to high impact professional learning that is evidenced based.

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.

- Engaged and Challenged Learners
- Collaboration and High Impact professional Learning

Resources allocated to this strategic direction

QTSS release: \$17,490.41

Low level adjustment for disability: \$7,400.10

Socio-economic background: \$5,000.00

Summary of progress

Teachers participated in professional learning in Literacy and Numeracy evidence based programs. Teachers trialled effective feedback in the classrooms by using learning intentions, success criteria and formative and summative assessment embedded in maths lessons. Collaboration was an integral part of professional learning with teachers discussing current practice and implementing best practice and the implications.

In wellbeing, we investigated what frameworks were currently have in place to support students and how we can improve. The focus group which involved teachers, support staff and members of the school community, identified a lack of protocols and programs in place to improve student wellbeing and resilience. We Identified, trialled and implemented some whole school processes relating to wellbeing to ensure monitoring, analysing and evaluating student behaviour and wellbeing. The Ripple Project was identified as a program we wanted to explore further. Staff members investigated the implementation of Ripple at another school and it's successess and implications. We worked with Ripple facilitators and the University of Western Sydney and began planning for the implementation of 'The Ripple Project' for 2022.

Our attendance targets were monitored by continuously communicating our attendance procedures and all staff following the flow chart to follow up any attendance issues. Using Sentral as an online platform to track attendance and the parent portal to send out absentee messages was an effective way of following up absences and tracking our attendance targets of the whole school and individual students.

In 2022 we will;

- Consult with our school community to implement Learner Qualities across the school to raise expectations of student achievement
- Learning Qualities will be established across the school. We will engage staff in professional development around Learner Dispositions and continue to be guided by CESE's what works best document when emedding a culture of high expectations across the school
- Continually reflect on and improve the quality and consistency of school approaches to improving student wellbeing.
- Hold student, staff and parent workshops/living labs with Ripple Facilitators and University of Western Sydney to gather data to determine the wellbeing needs of our student community
- Wellbeing check ins will be conducted twice a week for all students Kindergarten to Year 6. This data will be used to monitor student trends and give the school valuable data in monitoring student engagement and wellbeing
- Data provided from the wellbeing check ins and living labs provided by the University in Western Sydney, will guide the school to what programs are best suited to support the needs of our school community
- Attendance will continue to be monitored and professional learning regarding attendance protocols will be delivered to staff. We will review the attendance policy and ensure all staff are aware of procedures in place

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
An increase in the percentage of students attending school at least 90% of the time to be above system identified baseline.	<p>Increased percentage of students attending school 90% or more of the time by 1.03%.</p> <p>We are confident to meet our attendance targets throughout 2022.</p>
Tell Them From Me Wellbeing data (advocacy, belonging and expectations of success) is above the system identified baseline.	<p>Tell Them From Me data indicates 93.14% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).</p>
High Expectations <ul style="list-style-type: none">• School self-assessment of the theme 'High Expectation Culture' from the element Educational Leadership is demonstrated at Delivering• Annual Tell Them From Me student survey data demonstrates growth over 2020 baseline in the following drivers of student outcomes 'Explicit teaching practices' and 'feedback'• Identify explicit learner qualities• Teachers use assessment data to identify growth targets for student needs	<p>Establishing Learner Qualities across the school was impacted by Covid, we will continue to work towards this target in 2022. Embedding feedback across teaching and learning programs is an area we will work towards implementing into 2022.</p>

Funding sources	Impact achieved this year
Integration funding support \$181,956.00	<p>Integration funding support (IFS) allocations support eligible students at Terara 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 targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in:</p> <p>All eligible students demonstrating progress towards their personalised learning goals. All IEPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student IEPs reviews to ensure funding is used to specifically address each student's support needs.</p>
Socio-economic background \$23,924.54	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Terara 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"> • Explicit Teaching practices • Collaboration and High Impact professional Learning • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement multi-lit and Heggerty's to support identified students with additional needs • supplementation of extra-curricular activities in music and dance (Southern Stars) • resourcing to increase equitability of resources and services • professional development of staff through numeracy professional development to support student learning <p>The allocation of this funding has resulted in:</p> <p>Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG) in Year 3</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets.</p>
Aboriginal background \$8,938.33	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Terara 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</p>

Aboriginal background \$8,938.33	<p>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"> • Explicit Teaching practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in: an increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</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 Terara 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 equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in:</p> <p>EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs)</p>
Low level adjustment for disability \$34,091.10	<p>Low level adjustment for disability equity loading provides support for students at Terara 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"> • Explicit Teaching practices • Collaboration and High Impact professional Learning

<p>Low level adjustment for disability \$34,091.10</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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: 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.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location \$1,250.70</p>	<p>The location funding allocation is provided to Terara 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"> • Explicit Teaching practices <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Professional Learning in feedback and assessment <p>The allocation of this funding has resulted in: increased professional opportunities for teachers</p> <p>After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration</p>
<p>Literacy and numeracy \$3,037.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Terara 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"> • Explicit Teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: staff training and support in literacy and numeracy updating reading resources to meet the needs of students</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>QTSS release \$17,490.41</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Terara Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>QTSS release \$17,490.41</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaboration and High Impact professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • additional teaching staff to implement quality teaching initiatives • 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: Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention \$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Terara 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"> • Explicit Teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in: Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and PAT tests to show an improvement in reading and writing across the school K-6</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP \$55,065.65</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals</p>

COVID ILSP

\$55,065.65

After evaluation, the next steps to support our students with this funding will be:

to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	45	45	42	41
Girls	47	49	50	48

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.5	94	94.6	93.3
1	94.2	93.5	95.4	96.3
2	92.3	94.1	96.5	93.9
3	94.8	93.8	92	97.3
4	95.1	94.3	94.9	96.8
5	96.1	93.9	93	93.7
6	95.9	95.1	95.2	91.4
All Years	94.4	94	94.7	94.6
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
Classroom Teacher(s)	3.49
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*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	73,588
Revenue	1,193,728
Appropriation	1,176,279
Sale of Goods and Services	582
Grants and contributions	16,412
Investment income	55
Other revenue	400
Expenses	-1,193,340
Employee related	-1,055,166
Operating expenses	-138,174
Surplus / deficit for the year	388
Closing Balance	73,976

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	169,576
Equity Total	64,795
Equity - Aboriginal	4,378
Equity - Socio-economic	23,925
Equity - Language	2,400
Equity - Disability	34,092
Base Total	813,547
Base - Per Capita	22,680
Base - Location	1,250
Base - Other	789,618
Other Total	70,499
Grand Total	1,118,417

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

Susanna Royal - School Captain 2021

This past year has been completely different to what we all planned. Covid 19 took away some of our favourite parts of the year. Traditions and activities we looked forward to, just for them to be taken away from us. Parents not being able to step on school grounds or attend assemblies and presentations. Then there's lockdown… When we were stuck at home remote learning and hadn't seen our friends in months it was tough on all of us. Teachers put out work everyday and kept a smile on their face encouraging us to keep going, but it was still tough on all of us. 2021 was the equivalent of wetting your sleeve while you're washing your hands, it was tough on all of us. But as many people say, and as cheesy as it may sound, Terara Public School is a family. We helped each other overcome the many challenges we faced throughout this weird year and make the most of what we had.

Terara Public School is like no other. Your classmates and teachers that sit around you today will forever hold a special place in your heart. I would like to say a massive thank you to all the teachers and staff who have encouraged, helped and pushed me to be the person I am today. I want you to know that we all appreciate everything you have done for every individual in this school. I would also like to say thank you to my fellow year 6's. Although some have fallen and some have joined since 2015, I am beyond grateful that I am ending primary school with this bunch. The memories we have formed, I will hold forever. Good luck in high school and I hope your experience is a positive one. Goodbye Terara Public School, I wish you all the best and remember what we have at this school is something special and I hope you all remember and cherish that.

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.