



# 2021 Annual Report

Terranora Public School

# TERRANORA PUBLIC SCHOOL

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CARE AND EXCELLENCE

3189

# Introduction

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

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## School vision

At Terranora Public School we believe in 'Care and Excellence' within an inclusive environment so that students reach their true potential and become confident, creative individuals who are prepared to embrace 21st Century changes to build our community for today and tomorrow.

## School context

Terranora Public School stands poised on the rim of the escarpment overlooking the Terranora Broadwater and the South Pacific Ocean to Surfers Paradise. The school has an enrolment of 370 students offering a rich and varied educational program combining academic, sporting, cultural and social opportunities. These provide strong foundations on successful, diverse programs.

Terranora Public School has a far reaching reputation for care and excellence. The school's academic achievement has been recognised within the school and the wider community. Our exceptional teaching staff encourage high expectations and success in learning for every student. Our student population is well supported by parents and community.

Terranora Public School is part of the Aurora Learning Community (Banora Point High School, Centaur Public School, Terranora Public School) and encourages middle school years to participate in transition to year 7 programs offered by Banora Point High School.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved consultation with students, staff, parents and the local AECG.

The school has identified system-negotiated target areas in Reading and Numeracy. We are committed to continually improving effective classroom practices with high impact professional learning for all staff being the key to ensuring this. Work will take place on developing consistency across the whole school regarding the implementation of effective evidence-based teaching methods including formative assessment techniques. Additionally staff will be supported in developing a consistent understanding of data concepts, analysis and use of student assessment data to identify student achievements and progress and inform teaching.

Further work will need to occur around how innovative enrichment opportunities can be provided across the whole school. This includes providing effective evidence-based teaching opportunities that allow students with additional needs including those identified as high potential and gifted to pursue authentic real-world problems in a challenging and engaging environment.

We have identified a need to develop processes to collaboratively review teaching practices to affirm quality teaching and to build the capacity of all staff regarding effective deep reflection of pedagogy.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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To improve student learning outcomes in reading and numeracy by developing, refining and sustaining whole school data driven teaching practices that are responsive to the learning needs of individual students.

This will be achieved through the implementation of appropriate curriculum provision for every student which is underpinned by evidence-informed strategies and embedded evaluative practices.

### Initiatives

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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.

- Developing Teaching Practices
- Effective Use of Data

### Resources allocated to this strategic direction

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**Literacy and numeracy intervention:** \$70,634.34

**Socio-economic background:** \$30,713.17

**Aboriginal background:** \$14,263.00

**English language proficiency:** \$1,549.65

**Literacy and numeracy:** \$10,952.11

**Low level adjustment for disability:** \$5,500.00

**Professional learning:** \$473.63

### Summary of progress

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#### Initiative 1 - Developing Teaching Practices

Our focus for 2021 was on developing the capacity of all staff by embedding a culture of continuous improvement. Focusing on High Impact Professional Learning (PL), all staff were guided through the process of developing effective, explicit, consistent, evidence-informed teaching practices. This began with the Formative Assessment modules of Effective Questioning techniques and Learning Intentions and Success Criteria.

The focus of Learning Walks and professional dialogue at Collegial Catch ups, staff and stage meetings was around the implementation of the Formative Assessment PL. This provided the opportunity for whole school collaboration and reflection to take place around the success of each of these teaching practices. It also helped to ensure that the development of a culture of continuous improvement was always at the forefront.

Learning Walks were also used to obtain evidence and data around the implementation of the Formative Assessment professional learning in order to monitor and evaluate the impact that this PL was having on student learning. To further assist in the reflection and evaluation process of the impact of the Formative Assessment PL staff surveys were also collected and analysed.

Findings from the Learning Walks and the staff surveys indicated that in 2022 it is necessary that we provide staff with further support in the practical implementation and embedding of Effective Questioning and LISC into their everyday teaching and learning programs and this will support further improvement in teaching practice across the school.

#### Initiative 2 - Effective Use of Data

The Instructional Leader and the Literacy and Numeracy team designed and delivered professional learning with the Literacy and Numeracy Strategy Advisor (LaNSA) to all teaching staff around the use of effective assessments, data collection and analysis. This included the use of PLAN 2, the Interview for Student Reasoning, Fluency assessment and Reading Progress through Microsoft Teams. Alongside the Instructional Leader, classroom teachers:

- delivered the Interview for Student Reasoning (IfSR), the Fluency assessment and the Reading Progress assessment;
- tracked and analysed student growth and achievement through PLAN 2;
- shared resources on what quality teaching and assessment in reading and numeracy looks like;
- collaboratively designed and delivered lessons with the Instructional Leader in response to data analysis; and
- observed each other's practice and provided professional feedback.

Teacher feedback and survey results indicated that this process was extremely valuable.

As we move forward into 2022 the aim is to ensure that the use of such an approach continues where systems for data collection and analysis are in place and consistent across the school. This would help put us on track to achieve our annual progress measures.

### Progress towards achieving improvement measures

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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 of 3% from the identified baseline target in the top 2 bands (or equivalent) NAPLAN reading.	<ul style="list-style-type: none"> <li>The increase of 3% from the identified baseline target in the top 2 bands (or equivalent) NAPLAN reading was not achieved. Our school is 13% below our lower bound target.</li> </ul>
An increase of 3% from the identified baseline target in the top 2 bands (or equivalent) NAPLAN numeracy.	<ul style="list-style-type: none"> <li>The increase of 3% from the identified baseline target in the top 2 bands (or equivalent) NAPLAN numeracy was not achieved. Our school is 11.5% below our lower bound target.</li> </ul>
The percentage of students achieving expected growth in NAPLAN reading to increase by 1% from the identified baseline target.	<ul style="list-style-type: none"> <li>Our school exceeded the anticipated 1% increase in the percentage of students achieving expected growth in NAPLAN reading by 6.4% indicating progress towards the lower bound target.</li> </ul>
The percentage of students achieving expected growth in NAPLAN numeracy to increase by 2% from the identified baseline target.	<ul style="list-style-type: none"> <li>Percentage of students achieving expected growth in numeracy increased by 1% indicating progress towards the lower bound target.</li> </ul>
The percentage growth of Aboriginal students achieving the top 3 NAPLAN bands in reading and numeracy to increase by 4.2% from the identified baseline target	<ul style="list-style-type: none"> <li>Percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy did not change from baseline target</li> </ul>

## Strategic Direction 2: Innovative teaching and learning

### Purpose

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To provide all students with access to enrichment opportunities through innovative teaching and learning programs, particularly in the area of the students strengths and interests. This includes providing explicit evidence-based teaching opportunities that allow students to pursue authentic real-world problems in a challenging and engaging environment.

### Initiatives

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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.

- Innovative curriculum
- Engaged Learners

### Resources allocated to this strategic direction

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**Low level adjustment for disability:** \$26,690.00

**English language proficiency:** \$3,211.00

**Professional learning:** \$10,299.00

**QTSS release:** \$76,016.00

### Summary of progress

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**Innovative Curriculum Initiative** - Progress towards our target was achieved. Staff and students were surveyed to determine the impact and effectiveness of current programs and how technology is integrated into their daily teaching and learning.

It was determined that although innovative teaching and learning was happening in many classrooms a more whole school approach was required. Professional learning around innovative pedagogies and problem based learning was required to up-skill all staff K-6. Unfortunately due to COVID-19 we were unable to source relevant professional learning or attend planned professional learning workshops, therefore our focus had to shift.

The focus became to expand our current successful innovative programs such as SMART business kids and Technical and Applied Science (TAS) to have greater reach and impact. We were able to achieve this with all of Stage 3 participating in SMART business kids and adding a hospitality component to the TAS program.

Moving forward it has become clear that an integrated approach to teaching and learning K-6 would have the greatest impact on student learning, empowering classroom teachers to be more innovative in their programming and allow greater opportunities for collaboration with other staff.

**Engaged Learners Initiative** - Student engagement and welfare showed signs of improvement with attendance dropping slightly mainly due to COVID-19. Students were surveyed to determine what teaching and learning programs they enjoyed and engaged with at school. Data from the Tell Them From Me survey provided valuable insight into student well-being and engagement. This data highlighted that the innovative programs offered at Terranora Public School had a significant impact on positive engagement, well-being and attendance.

By further developing the innovative approach to teaching and learning across K-6 it was hoped that further growth in engagement, well-being and attendance would be achieved. There was an upwards trend in most of these areas even though COVID-19 did impact some programs.

Moving forward a need to revisit and modify the whole school well-being program has been identified. Incorporating HPGE (High Potential & Gifted Education) into teaching and learning programs and providing professional learning to staff on engaging, effective, explicit research informed teaching should see the upward trend continue.

### Progress towards achieving improvement measures

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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
Implemented SMART business Kids into 100% of classrooms across years 3-6.	55% of teachers in stage 2 and 3 implemented SMART business kids which demonstrated progress towards our target.
A minimum uplift of 2% of students attending school greater than 90% of the time working towards our system generated target.	The number of students attending greater than 90% of the time or more has decreased by 1.7%. However there are numerous reasons attributing to this slight decline. COVID-19 and restrictions imposed have impacted student attendance.
A minimum uplift of 2% displaying positive wellbeing (advocacy, belonging, expectations) working towards our system generated target.	88% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating achievement of movement towards the school-based progress measure.

## Strategic Direction 3: Evaluative practices for school improvement

### Purpose

To work with school services/instructional leader to build the capacity of all staff regarding effective deep reflection of pedagogy.

Through a coordinated whole school approach teachers will develop professional practice. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities to improve student learning outcomes.

### 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.

- Educational Leadership - Instructional leadership
- Performance management and development

### Resources allocated to this strategic direction

**Professional learning:** \$15,350.00

**Literacy and numeracy:** \$400.00

### Summary of progress

Learning Walks were conducted in Term 3 to evaluate the use of Formative Assessment. The focus of Learning Walks and professional dialogue at Collegial Catch Ups, staff and stage meetings was around the implementation of the Formative Assessment professional learning. This provided the opportunity for whole school collaboration and reflection to take place around the success of each of these teaching practices. It also helped to ensure that the development of a culture of continuous improvement was always at the forefront.

School leadership changes and interruptions due to COVID-19 restrictions created some barriers when working towards completing planned professional learning activities. These interruptions however led to staff working collaboratively to develop teacher capacity and actively supporting each other through unprecedented change. Staff meetings and Professional Learning were delivered over ZOOM instead of face to face, stage collaboration occurred to deliver online learning in a consistent and effective manner and Collegial Catch Ups became an integral part of teacher welfare and reflective practice, allowing teachers to share their successes and challenges with their peers.

The Instructional Leader implementation was postponed until Term 4. Once operational the Instructional Leader worked alongside classroom teachers to create consistent collection of data, analyse that data and create resources in response to student learning needs highlighted by that data. Moving forward in 2022 the new role of Curriculum Instructor has been created and temporarily filled, with a permanent appointment to be made in Term 4.

Systematic changes to the Performance and Development Cycle has seen time allocated for each teacher to formally collaborate with their stage supervisor and create dynamic Performance and Development Plans (PDPs) to build their teaching capacity. Classroom and RFF teachers were given the opportunity to sit and collaboratively write their PDP goals together. Discussions were had to identify individual teacher needs for professional development, teaching strengths and areas of improvement. Teaching programs were analysed to ensure quality teaching and What Works Best elements were thoroughly embedded as well as syllabus requirements met for each Key Learning Area. This resulted in professional discussion and allowed for teachers to reflect on programming expectations. Time was allocated for peer observations throughout Term 2. This allowed an opportunity for teachers to reflect on and adjust their own teaching practices in relation to feedback received and gain new teaching perspectives by watching peers. Throughout 2022 this will be further developed to include more opportunity for teachers to participate in peer observations and reflectively adapt their teaching practices in response to feedback.

### 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
• Learning Walk rounds are	71% of teaching staff participated in Learning Walks. This was 21% higher

<p>implemented to evaluate teacher uptake of Professional Learning focused on Formative Assessment Strategies (Learning Intentions, Success Criteria) with a staff participation goal of 50%.</p>	<p>than the set target.</p>
<ul style="list-style-type: none"> <li>• Teachers and Leadership Team to collaboratively develop high quality Performance Development Plans (PDP) with SMART goals that focus on the strategic directions outlined in the School Improvement Plan (SIP). 80% staff uptake target.</li> </ul>	<p>Target goal reached with 80% of staff setting PDP SMART goals collaboratively with stage leaders.</p>
<ul style="list-style-type: none"> <li>• Collegial Catch-ups occur twice a term with an attendance rate of 70% of teaching staff.</li> </ul>	<p>75% of staff who were present at school on the day of a Collegial Catch-up attended. This is 5% above the original target.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$200,873.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Terranora Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all eligible students were supported by experienced Student Support Learning Officers (SLSO's). This allowed students to progress towards their personal learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Teachers were supported and allocated time to meet with the eligible students' parents to work through eligible student learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda, ensuring funding use is regularly reviewed. The team will continue to employ experienced SLSO's so our eligible students have qualified people assisting them and the teacher. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$43,713.17</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Terranora Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Developing Teaching Practices</li> <li>• Effective Use of Data</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging an Instructional Leader to gather evidence and baseline data to determine and drive whole school focus area.</li> <li>• IL to unpack evidence-based approaches to teaching reading and provide whole school 'High Impact Professional Learning' to support student learning.</li> <li>• IL monitor and evaluate the impact of the High Impact Professional Learning.</li> <li>• IL to work with class teachers to develop the capacity of all staff by embedding a culture of continuous improvement.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased capacity of all teachers to embed effective, explicit, consistent, evidence-informed teaching practices, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

<p>Socio-economic background</p> <p>\$43,713.17</p>	<p>continued professional learning in the form of mentoring and co-teaching with the IL.</p>
<p>Aboriginal background</p> <p>\$15,182.71</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Terranora 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Developing Teaching Practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of an Instructional Leader (IL) to support staff with students performing below the expected stage level and to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase in the capacity of all staff in the implementation of effective, explicit, consistent, evidence-informed teaching practices leading to improved learning outcomes for Aboriginal students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> engaging a specialist literacy and numeracy teacher to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$4,760.65</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Terranora Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Developing Teaching Practices</li> <li>• Innovative curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Stage 1 and Early Stage 1 participated in professional learning, where the Instructional leader guided how to plan an integrated writing unit using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed reading assessment data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> 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>
<p>Low level adjustment for disability</p> <p>\$100,708.94</p>	<p>Low level adjustment for disability equity loading provides support for students at Terranora Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Innovative curriculum</li> </ul>

<p>Low level adjustment for disability</p> <p>\$100,708.94</p>	<ul style="list-style-type: none"> <li>• Effective Use of Data</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging an instructional leader to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 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><b>After evaluation, the next steps to support our students with this funding will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of an Instructional Leader.</p>
<p>Professional learning</p> <p>\$26,122.63</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Terranora Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Use of Data</li> <li>• Innovative curriculum</li> <li>• Educational Leadership - Instructional leadership</li> <li>• Performance management and development</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging the IL to unpack evidence-based approaches to teaching reading and explore modelled, interactive, guided and independent reading.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> teachers working one to one with the school's IL. The IL modeled researched based pedagogy. This was adopted into daily practice/programs across targeted classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the school to continue to provide ongoing support to targeted teachers. The school updating reading resources. Providing decodable readers and focusing on synthetic phonics.</p>
<p>Literacy and numeracy</p> <p>\$11,352.11</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Terranora Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Use of Data</li> <li>• Educational Leadership - Instructional leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher release to engage staff in IFSR Assessment.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all teachers being up skilled in areas of deficit that had been identified through data analysis.</p> <p><b>After evaluation, the next steps to support our students with this</b></p>

<p>Literacy and numeracy</p> <p>\$11,352.11</p>	<p><b>funding will be:</b> frequent data evaluation will drive ongoing professional learning and IL support and focus.</p>
<p>QTSS release</p> <p>\$76,016.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Terranora Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Innovative curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> staff revising their programs to align with school's strategic plan.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> ongoing directives from the PL to support staff to generate innovative programs.</p>
<p>COVID ILSP</p> <p>\$115,638.48</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> employment of a learning support teacher to deliver the MultiLit program to address identified learning deficits. Students impacted by Covid-19 were targeted.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> ongoing deployment of the MultiLit program to identified students.</p>
<p>Literacy and numeracy intervention</p> <p>\$70,634.34</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Terranora Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Developing Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• all teachers were involved in formative assessment PL to help gain deeper understand of where their students were meeting syllabus outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> teachers are more confident using formative assessment to elevate the learning of all students and skillfully differentiate for diverse learning needs.</p>

<p>Literacy and numeracy intervention</p> <p>\$70,634.34</p>	<p>Including, but not limited to, Aboriginal and Torres Strait Islander, economically disadvantaged and HPGE students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> all staff to routinely evaluate and assess students' and use this data to drive student achievement.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	228	220	211	200
Girls	218	198	189	173

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.2	94.9	93.3	93.3
1	92.7	93.9	94.3	91.2
2	94.6	93.5	93.4	93.6
3	93.2	94.1	94.6	94.6
4	92.4	95	93.9	91.7
5	94.1	92.8	92.8	93
6	91.4	93.2	90.3	92.4
All Years	93.2	93.9	93.3	92.9
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

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.91
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	3.22

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	319,692
<b>Revenue</b>	3,799,564
Appropriation	3,648,921
Sale of Goods and Services	2,509
Grants and contributions	147,175
Investment income	159
Other revenue	800
<b>Expenses</b>	-3,893,142
Employee related	-3,443,533
Operating expenses	-449,608
<b>Surplus / deficit for the year</b>	-93,578
<b>Closing Balance</b>	226,113

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	216,344
<b>Equity Total</b>	164,365
Equity - Aboriginal	15,183
Equity - Socio-economic	43,713
Equity - Language	4,761
Equity - Disability	100,709
<b>Base Total</b>	2,756,071
Base - Per Capita	98,607
Base - Location	0
Base - Other	2,657,464
<b>Other Total</b>	254,419
<b>Grand Total</b>	3,391,199

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Recent surveys (Tell Them From Me, Internal School Surveys and Observations)

### Student Satisfaction

- A high proportion of students indicate they found the school curriculum was engaging and fun.
- All students expressed they feel safe and supported when coming to Terranora PS.
- A high percentage of students expressed they enjoy the extra curricular activities offered at Terranora PS.
- A select group of students indicated they felt overwhelmed by the amount of work they are required to complete.

### Teacher Satisfaction

- All staff indicated an improvement in staff culture. Staff mentioned they feel safe and supportive and happy in their work place.
- Teachers have expressed improved communication and transparency.
- Teachers feel that their workload can be overwhelming and data driven.

### Parent Satisfaction

#### Communication:

- Terranora Public School is endeavouring to enhance communication systems between the school, classrooms, parents and the wider community.
- The School Facebook account allows the school to showcase the school's achievements with parents and the wider community. It is also a platform to inform parents about upcoming events including carnivals, assemblies and special celebrations.
- Weekly Principal updates emailed to parents allow the school to keep parents abreast of current initiatives in the school and supporting these initiatives at home.
- Stage newsletters keep parents informed of curriculum focus and important events happening throughout the term that relate directly to their child.
- The school is currently trialing Seesaw as a method of direct communication between home and the classroom.

#### Welfare:

- Survey results have indicated that welfare is an area that we at Terranora could place a greater focus. Recent community events have highlighted the need for effective welfare-based programs. The school is looking into research-based interventions to support students during these difficult times and will be trialing these in 2022.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.