



2021 Annual Report

Terrey Hills Public School



TERREY HILLS

PUBLIC SCHOOL

3190

Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

Congratulations to our students for being so resilient, engaged and flexible in 2021 particularly the second semester, despite the COVID-19 Pandemic and remote learning environment. We all breathed a sigh of relief as we welcomed back everyone to school in Term 4 after being impacted since the end of Term 2 and enduring the impact of COVID in 2020 as well. Our teachers, students and parents have successfully experienced unprecedented, challenging times in a positive and engaging manner with significantly increased technology skills. I would like to thank everyone for the incredible support throughout the year. I would like to acknowledge our teachers as well for their professionalism, dedication and commitment and the incredible work that they have done to support our students this year.

In 2021, despite the COVID-19 pandemic, all teachers continued to engage in professional learning on the CESE 'What Works Best in Practice' elements of High Expectations, Explicit Teaching and Use of Data to inform practice. This professional learning provided all teachers with a consistent baseline understanding of these elements and how they can be used to improve teaching practice. A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students across the full range of abilities. The leadership team maintained a focus on distributed instructional leadership to support teachers employ evidence-based effective teaching strategies ensuring every student makes measurable learning progress. Internal and external professional learning communities have been established focusing on continuous improvement of teaching and learning. As a result of feedback from parents on how to best support their child's learning remotely K-2 & 3-6 Additive and Multiplicative and Effective Reading Strategies online workshop sessions were held.

Our students show optimism, respect and kindness. They value the opportunity to serve others and participate in school life through the many and varied options available to them. Their concern and care for one another and for those less fortunate is admirable. Our school expectations of Respect, Responsibility and Learning, are continually reinforced in the classroom and playground.

Our students are learning to persevere in the face of challenges and mistakes. They are learning that effort is an important part of learning, they listen to and are interested in feedback, they see mistakes as an integral part of the learning process and are inspired by the success of others.

We have worked solidly to ensure scope and sequences of learning and teaching programs support the big ideas in syllabus documents and to ensure formative assessment practices are embedded in a way that makes learning visible to both teachers and students. All teachers are fostering students' understanding of what they are learning, why the learning is important, where that learning fits into the learning trajectory, how they are going with that learning, what they can do to get better and what the next steps in their learning will be.

Partnerships and transparency are a strong part of our culture and philosophy as well as our Strategic Directions. A strong partnership exists between parents, the school and the wider community. We thank our parents and caregivers for patience and cooperation with the restrictions in 2021.

2021 P&C PRESIDENT'S REPORT

The Terrey Hills Public School Parents & Citizens Association is a committed group that is dedicated to supporting our local school here in Terrey Hills. The relationship between the school and our P&C is positive and works in collaboration to achieve the best outcomes to support the children's educational and learning needs as well as foster a community spirit between the school and families.

2021 was another challenging year for everyone, whilst we started the year thinking the lockdowns and home-schooling of 2020 was behind us, this quickly proved to not be the case, faced with an even longer period of lockdown and the associated challenges. Hopefully the 2022 school year will see the return to a greater level of normality.

Despite the ups and downs of 2021, the P&C continued, and the sub-committees worked as best they could within restrictions to provide services to the school, namely the canteen and uniform shop as whilst the events committee once again had best intentions for the year, these events were once again put on hold- which also saw less opportunity for fundraising for the school.

Whilst fundraising opportunities were less, the P&C had carried a healthy balance from 2020 and we were still able to make donations to the school which included the set up and funding of the school Veggie Garden project, the school grounds beautification project which also included parent volunteers involved in a Saturday afternoon working bee, and our most significant donation was a \$40,000 contribution towards a major playground upgrade. In addition, the P&C was heavily involved in a review of the music program at Terrey Hills and will continue this review in 2022 as well as providing short-term financial support whilst a longer-term solution is decided between parents, the school and potential band program providers.

I'd like to take the opportunity to thank the P&C Executive Team and Committee Convenors for their work last year, Christie Smyth - Vice President, Stephen Friesenecker- Treasurer and Kelly Bilton- Secretary, Andrea Whitlock - Uniform Shop, Amanda Young- Canteen and Belinda Jarvis- Events. Thank you all for your persistence and perseverance during our challenges of the year and I think we can all be proud of what the P&C still managed to achieve for the school during this time. There will be some changes to the Executive Team and Committee leads for 2022, and I would like to thank both Simon Rainbow and Melanie Ross who have already come forward to fulfil the roles of Treasurer and Uniform Shop Convenor respectively and have been acting in these roles to ensure a smooth transition from late last year. Thank you also to Cori Werner, who is employed by the P&C to manage the canteen - a role which will be expanded for her this year to include convenor responsibilities, which is a natural progression for Cori's role.

To all those who have attended the P&C meetings, volunteered with the various committees, working bees, and were involved in the review of the band program, thank you for your time and participation. Whilst the fund raising activities were limited, we look forward to more fundraising and volunteering opportunities next year.

Thank you to the Terrey Hills PS Executive Team, all the teachers and support staff. The P&C appreciates our strong productive relationships.

I would like to encourage all parents to become involved with the Terrey Hills Public School P&C. After another year of limited involvement within the school, and even socially, this year presented a great opportunity for everyone to get involved, even if was just doing one shift in the canteen, helping to organise one event, etc. By working together, we can make a positive difference to our children's school experience whilst also making strong community connections along the way.

Thank you,

Christy Moses

THPS P&C President

Message from the students

We, Dougall Ross and Rachel Wilson, were the Terrey Hills Public School School Captains of 2021. Eddie Griffiths and Sienna Murray (Vice Captains), Joseph Brady and Charlotte Whitlock (Prefects) were also members of the Leadership Team.

Although last year and the year prior to that were challenging, we still made so many memories on Zoom. Having our rather unforgettable virtual assemblies, debates and a Book Week Parade made lockdown so much fun.

When lockdown was over and we all got back to face-to-face learning, the teachers decorated the school and greeted us in crazy fancy dress costumes and there were welcome signs and balloons. We loved the dance they did to 'Happy'. It made us appreciate our teachers and the amazing staff at our school. We realised how much we had missed them.

The Leadership Team attended the ANZAC Day Service at Frank Beckman Reserve and laid a wreath to recognise the sacrifices that the soldiers made for us. As well as this, we had the opportunity to lead the parents (who wanted their children to attend Terrey Hills Public School 2022) on a tour around the school. Our Year 5/6 dance was a huge success and we went to Surf Ed in Manly. Finally, we all gathered with our parents and teachers to remember our time at Terrey Hills and celebrate our Year 6 Graduation. It was sad to leave our friends and peers who we had been with for 7 years, but it was exciting to walk into the new world of high school.

We really enjoyed our time as leaders, acting as role models for students and making so many wonderful memories.

2021 Terrey Hills School Captains (Dougall Ross and Rachel Wilson)

School vision

Terrey Hills Public School is committed to ensuring that how we teach your child is based on what we know makes the biggest difference to their learning.

Children are always the only future the human race has; teach them well.

At Terrey Hills Public School we will:

- Provide every student with love and belonging
- Enable our students to be powerful
- Create freedom for every student to choose their own path
- Inspire our students to have fun
- Ensure every student has everything they need to survive

School context

Terrey Hills Public School is a small semi-rural school with an enrolment of 205 students. The school has 9 mainstream classes and is set on spacious grounds of over 4.2 hectares. The area is largely surrounded by national parks and acreage. Terrey Hills students connect, thrive and succeed in a welcoming and inclusive, nurturing environment *where every student is known, heard, valued and cared for*. Our current FOEI is 27 and we have 9 EAL/D students.

The school's values of Respect, Responsibility and Learning underpin and support high quality, inclusive practices and set expectations where *'every student, every teacher, every leader, every school improves every year'*.

Our teaching staff regularly engage in collaborative opportunities to unpack the learning progress of every student in their class and are committed to the improvement of their own professional practice to ensure every student is engaged and challenged to continue to learn. Our non-teaching staff continue to work with the school's Executive Team to improve administration and service practices. With an emphasis on Education for a Changing World, along with a strong focus on student growth and attainment in Literacy and Numeracy, students are encouraged to take risks with their learning through personal goal setting. Students are engaged in supportive, challenging and differentiated curriculum. Participation in extra curricula activities including sport, dance, music, debating, public speaking, as well as school service, is widely encouraged.

School leaders are committed to modelling a self-improving culture of high expectations and a shared responsibility for every student and staff member to progress, develop and reach their true potential. Terrey Hills Public School enjoys close collegial and professional partnerships with other primary and secondary schools through the Pittwater and Warringah Community of Schools.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and local AECG. While we do not currently have any families that identify as Aboriginal or Torres Strait Islander, we are committed to working in partnership to build the knowledge and capacity of staff to implement to confidently embed Aboriginal perspectives and content in their teaching and learning programs.

As a result, three focus areas were identified for our Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in 2020 during the External Validation process, which saw the Executive team and all staff undertaking deep analysis of the areas for improvement for the whole school.

At Terrey Hills Public School we are committed to:

- developing quality, differentiated and syllabus aligned programs and also embedding school wide, robust assessment practices.
- building the capacity of all staff to be strong, visible and adaptive educational leaders who are dedicated to providing students with a safe and effective learning environment.
- establishing and maintaining improvements in our teaching pedagogy across all classes from all staff within our school.
- developing strong partnerships with the wider educational community in order to gain new knowledge and to share the wealth of our staff expertise.

1. Student growth and attainment.

Our school focus is to improve student growth and attainment in the areas of Literacy and Numeracy. This is underpinned by the evidence-based research of the *What Works Best: 2020 Update*. As the literature suggests, our

school will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

2. Growing a proactive culture of high expectations, challenge and support.

Our aim is to develop quality differentiated programs across the school that will enable all students to excel. Our shared vision is to develop and sustain a culture of excellence. We endeavour to create strong community partnerships with our parent community, to have links between student learning and school life. Our initiatives aim to build on opportunities that engage parents/carers in both the progress of their children's learning and the educational priorities of the school.

3. Connect, Succeed, Thrive and learn.

We are committed to our students being actively connected to their learning, having positive and respectful relationships and experiencing a sense of belonging to their school and community in order for them to reach their full potential. A strengthening of our PBL program through school wide activities will form a focus, along with promoting social and emotional learning. We will continue to develop effective partnerships to enhance our transitions and create and maintain a safe learning environment for all students.

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	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
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

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of a differentiated curriculum that is underpinned by evidence informed strategies and embeds evaluative practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Differentiated Teaching in Literacy and Numeracy
- Data Use and Practice

Resources allocated to this strategic direction

Low level adjustment for disability: \$44,847.20

English language proficiency: \$14,101.40

Socio-economic background: \$2,460.92

Literacy and numeracy: \$8,140.05

Professional learning: \$2,669.45

Summary of progress

During 2021, all teachers continued to engage in professional learning on the CESE 'What Works Best in Practice' elements of High Expectations, Explicit Teaching and Use of Data to inform practice.. This professional learning provided all teachers with a consistent baseline understanding of these elements and how they can be used to improve teaching practice. Time was provided for teams to work collaboratively to analyse internal (class assessments) and external (Check-in & NAPLAN) student data and make informed decisions about future directions. As part of this analysis, we identified the following areas:

- Numeracy - whole number and the understanding of mathematical problems / concepts
- Literacy - explicit teaching of reading

K-6 Literacy and Numeracy Teams were established. Staff undertook intensive professional learning in the sub-areas of Additive and Multiplicative strategies and Effective Reading K-2 / 3-8..

The implementation of the Whole Number Interview for Student Reasoning was modified focussing on K-2 students as years 3-6 completed Check-In in Term 4.

Collaborative and applied professional learning has been tailored to build teaching capacity in explicit teaching in whole number and reading. All teachers are successfully implementing daily 'Number Talks'. Anecdotally, teachers have reported that they have noticed a significant improvement in student's ability to talk about number and explain their thinking. Our Year 3 NAPLAN results in numeracy and literacy are showing an overall decline whereas Year 5 NAPLAN data indicates majority of students are working at or above state in literacy and numeracy. Encouragingly, comparative Check-in data from Terms 2 to 4, has demonstrated. A whole-school approach to building teachers data literacy skills was developed with Literacy and Numeracy Teams analysing NAPLAN and Check-In data and sharing with the whole staff. This has led to all staff comprehensively analysing student progress and achievement for insights into student learning. Teachers establish connections between different data sources by triangulating internal and external data source to develop an accurate picture of student progress.

Leaders ensure the professional learning is designed and delivered around areas of focus for whole school professional learning including individual teacher development. Professional learning is aligned to the strategic directions, initiatives and improvement measures in the Strategic Improvement Plan leading to a collective understanding of the vision for improvement. The Instructional Leader was used as an enabler, assistant principals supported and initiated classroom implementation of targeted strategies. The Instructional Leader worked collaboratively with staff to identify strong classroom practice to facilitate professional learning and collaboration.

The use of evidence-based research supported changes to teaching practice and upskilled all staff in the areas of literacy and numeracy through the use of Effective Reading K-2 and 3-8, What Works Best Update, Starting Strong and Working with the Big Ideas and the introduction of Effective Spelling and Number Talks. Staff are developing their understanding and delivery of the explicit teaching of spelling.

Future Directions:

Continue professional learning to support teachers to provide explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use of a range of explicit strategies to explain and break down knowledge. Learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

Assessments need to be used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

Continue professional learning to ensure staff are developing their understanding and delivery of the explicit teaching of spelling. This includes developing a: common understanding of the specific metalanguage associated with spelling, spelling rules, differentiated teaching strategies, assessment (pre and post) and the process of explicit teaching with specific learning outcomes.

Through a coordinated effort by school staff, engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

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
Reading The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases from 61.33% to at least 65.10% (lower bound system-negotiated target).	55% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower bound system-negotiated target.
Numeracy The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases from 50.67% to at least 52.9% (lower bound system-negotiated target).	39.34% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower bound system-negotiated target.
System-negotiated Targets - Student Growth Reading Increase the proportion of students achieving expected growth in reading to equal or above system-negotiated lower bound target of 70.9%.	The percentage of students achieving expected growth in reading increased to 85.71% exceeding the system-negotiated lower bound target by 11.71% and upper bound target by 6.71%.
System-negotiated Targets - Student Growth Numeracy Increase the proportion of students achieving expected growth in numeracy to equal or above system-negotiated lower bound target of 65.10%	The percentage of students achieving expected growth in numeracy increased to 66.67% indicating achievement of the lower bound target.

Purpose

Develop strong collaboration between parents, students, teachers and the wider school community. Promote aspirational expectations of learning and provide opportunities for all students to become assessment capable learners and critical and creative thinkers.

Implement professional dialogue within the school and professional learning network(s) that is informed by feedback, analysis of current research of practice to improve the educational outcomes of students.

Initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and the educational priorities of the school.

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.

- Differentiation in Learning
- Building Teacher Capacity and High Expectations

Resources allocated to this strategic direction

Professional learning: \$15,489.88

QTSS release: \$44,286.61

Literacy and numeracy intervention: \$35,317.17

University of Newcastle (QTR): \$2,135.56

Summary of progress

Our overall focus for 2021 was a strategic approach to growing a proactive school culture of high expectations to challenge and support students through a school wide approach through differentiated literacy and numeracy programs. In this initiative the school implemented a structured professional learning approach guided by evidence-based programs underpinned by the the What Works Best 2020 Update, high expectations and explicit teaching. Through this professional learning staff were upskilled in explicit spelling instruction and additive thinking skills in numeracy. Programs demonstrated evidence of differentiation to reflect student needs. Adaptations were made due to the changing landscape of COVID 19 lockdowns requiring the focus on General Capabilities to be revisited as a focus for 2022..

An Instructional Leader position has been established to:

- set direction and translate the school's vision ensuring that every teacher understands their role to achieve student excellence in literacy, numeracy and wellbeing.
- support teachers through collaboration and targeted professional learning.
- ensure effective teaching through the implementation of systems and structures, so teachers can evaluate their teaching practice and use data and evidence to measure the impact of their teaching on student learning.
- work collaboratively with teachers to plan, coordinate and evaluate teaching and learning programs which meet syllabus and policy requirement.

The leadership team demonstrated a planned approach to sharing evidence-based teaching and assessment practices through professional learning. This was achieved through sharing evidence-based professional learning, knowledge, academic research and access to expertise within the school. There is evidence of a culture change towards shared accountability within the school, whereby teachers and leaders collectively seek to understand what has worked well and what has not, based on student outcomes to inform future development of teaching practice. Teachers are encouraged to trial and evaluate innovative approaches and strategies and share their learning within the school community. As a result, a culture of ongoing improvement has been established where time has been allocated to ensure evidence is collected to show progress in identified learning areas. To achieve this strategic direction, development of executive staff as Instructional Leaders focussing on evaluative approaches to data, learning and teaching. Structured teaching programs using research and collegial advice about how students learn were developed to cater for all students through differentiation. Teaching activities that incorporated differentiated strategies to meet the specific learning needs of students across the full range of abilities. Knowledge of students' physical, social and intellectual development and characteristics to improve student learning were used to inform practice. The Co-Plan, Co-Teach, Co-Reflect model was implemented creating conditions for the sharing of success. It has allowed collaborative identification of next steps to enable all staff to be active learners and recognise the opportunity to improve their practice. Teachers are working across stages to support whole school programs and use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

Systems have been established for leaders and teachers to collect and use evidence of individual student progress and achievement. Through collaboration, teachers assess what each student knows now, target their teaching to what students are ready to learn next and monitor each student's progress over time. As a result, this has established and promoted a school culture of high expectations which describes the way the school thinks and enacts high impact teaching for improved student learning.

The school utilises and addresses feedback on school performance from students, staff, parents and the wider school community. Parents and community members have the opportunity to engage in a range of school-related activities and workshops which help build a proactive school culture of high expectations. School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities and develop and implement plans for continuous improvement.

Future Directions:

In 2022, High Potential Gifted Education will be a focus for all staff to further develop teachers' ability to identify students' needs across the four domains. Professional learning targeted at building teachers capacity to differentiate curriculum to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. The Instructional Leader position will continue to be funded to work collaboratively K-6 to formally mentor and coach to improve teaching and develop aspiring leaders and provide support to teachers who request it or are identified as in need. Professional learning in development of consistent assessment practices and consistent teacher judgement will continue to be delivered. Teachers will continue to engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback to improve professional knowledge and practice.

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
Establish an Instructional Leader position to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.	Instructional Leader has worked across the school to develop processes to facilitate whole school improvement through professional learning in the use of data to assess student learning and design future learning by way of formal mentoring and coaching.
<p>Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance.</p> <p>All staff are supported by a coordinated whole school approach to developing professional practice, informed by research.</p>	Self-assessment against the School Excellence Framework demonstrates that the school is currently performing at Sustaining and Growing in the Teaching Domain in the element of professional standards and sustaining and growing in the element of Educational Leadership.

Purpose

To ensure that all students actively connect to their learning, have positive and respectful relationships and a strong sense of belonging to their learning environment promoting success. We will drive a culture of belonging through a review of the current wellbeing policy that will focus on the aspects of 'promoting social and emotional learning', 'strengthening transitions' and 'creating a safe environment'.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and Engagement
- Strong Collaborative Partnerships

Resources allocated to this strategic direction

Low level adjustment for disability: \$15,462.02

Integration funding support: \$12,699.00

Socio-economic background: \$3,000.00

Professional learning: \$480.00

: \$0.00

Summary of progress

During 2021, the school's commitment was to have a strategic whole school approach towards wellbeing ensuring every child is known, valued and cared for. The aim was to create a safe environment for all students, ensuring connectedness, promoting self-regulation and valuing respect for self and others.

Tell Them Me

Covid 19 restrictions involving long periods of remote learning impacted students and this was reflected in 2021 Tell Them From Me data. The school put in place measures to provide students with as much interaction with their peers and community as possible, while maintain learning from home.

The Tell Them From Me data indicated a mean of 57% of students reporting a high level of perseverance to pursue their goals which was higher than the State norm of 48%. 58% of students reported positive intellectual engagement which was 10% higher than State at 48%. This will continue to be an area of focus in 2022. Learning from home was highlighted as a positive experience by 58% of students with over 70% of students commenting they received effective teaching and feedback. This could be due to the implementation of Zoom sessions that linked students with their peers and teachers.

70% of students state they were proud about their school. This was lower in the Year 6 cohort but could be contributed to these students having experienced interruptions to their learning for two consecutive years.

Future directions for 2022, will be to lift the response in students' understanding that there are clear rules and expectations for classroom behaviour. This will be reinforced during the weekly PBL sessions and during stage based assemblies to provide consistency across the school in classroom and playground management practices. There will be a reduction in class sizes in the Stage 2 cohort to maximum explicit teaching and differentiation in the middle years of schooling. The school will continue to employ an Instructional Leader who will work with K-6 teachers to develop curriculum knowledge, programming development and explicit teaching of key concepts. The data highlights the need for continued effort to promote engagement for students through differentiated rich tasks and student centered goal setting practices.

BounceBack Program

The school implemented evidenced-based changes to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. To address the need for a school wide student wellbeing program, the BounceBack Program was implemented K-6. During the Staff Development Day in Term 1, staff were provided with a comprehension overview of the outline of the program and trained in how to effectively implement the program in classroom. During Semester 1, the Instructional Leader developed BounceBack lessons for the teachers to implement. This set the benchmark for high expectations, explicit teaching and effective feedback. From Semester 2, staff were allocated weekly responsibility for developing the lessons and sharing with staff across their stage.

Future directions for 2022, staff will continue to design and implement BounceBack lessons for K-6. A scope and sequence will be developed to cover the deliver of all units across an odd and even year cycle.

Positive Behaviour Engagement for Learners

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school. The Positive Behaviour Engaging Learners (PBEL) program was strengthened this year with a school wide approach to explicit teaching across all classes K-6. With a similar approach to the BounceBack lessons, the Instructional Leader developed high quality weekly lessons delivered in a slide presentation format. Following the guidelines of the lesson structure in place, from Semester 2, staff were timetabled weekly responsibility for designing the PBEL lessons for the school. Staff have ownership of this program and work collaboratively to deliver whole school priorities and focus.

Future directions for 2022, every student will be able to identify a staff member whom they can confidently turn to. Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school. There will be a continuation of the lessons for BounceBack program following the scope and sequence.

Student Data Tracking

Well-developed and evidenced-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. The school continued the Student Tracking Information Data Sheets with an approach to streamline the handover of students for each new school year. Information of academic progress in literacy and numeracy, social development and well-being needs were collated. This information was used to inform NCCD collection and during the formation of classes for the next school year. Students needing support for social, emotional or behavioural concerns are discussed during staff meetings under the Student Wellbeing agenda item.

Future directions for 2022, a more streamlined approach to collect, analyse and use data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Attendance

Attendance data is regularly analysed and is used to inform planning. Attendance approaches are improving regular attendance rates for all students. Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. Students of concern with an attendance rate less than 85% are raised at the weekly staff meeting and also during the fortnightly Learning and Support Team meeting. Staff contact parents for unexplained attendance after a period of 5 days and Executive staff meet with parents of students who are of concern.

Future directions for 2022, will involve a review of the attendance policy and procedures to ensure that teachers, parents, students and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. Attendance data will be regularly analysed through the Diverse Learning and Support Team and classroom teachers. Whole school and personalised attendance approaches will be utilised to improve regular attendance rates for all students, including those at risk. Teachers, students, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Wellbeing Framework PL

In Term 2, staff participated in professional learning led by Executive staff on the focus of the DoE Wellbeing Framework. to develop a greater understanding of the implications of the framework and how it is used to support student wellbeing and engagement.

Future direction for 2022, staff will be in-serviced to gain understanding of the Inclusive, Engaging and Respectful Schools reform and the updated version of the Achieving School Excellence in Wellbeing and Inclusion.

Strong Collaborative Partnerships

There is a school-wide collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about student wellbeing programs in consultation with parents/carers. To build community partnerships, a parent information session about the BounceBack Program was conducted in Term 1 to share a collective language for guiding students in the program. To maintain consistency in the implementation of the program being reinforced at home, in the weekly school newsletter an overview of the key concept taught in classes was shared with parents, along with tips, strategies and activities they can complete with their child at home to further reinforce the program. This structure was also included for the weekly PBEL message for parents in the school newsletter.

To assist parents and students returning to school following the extended period of remote learning the THPS Wellbeing Hub was developed. This site provided links to useful resources on how to help students return to face-to-face teaching. To launch the site, a parent information session was held by the School Executive navigating parents through the wealth of resources available.

Future directions for 2022: There will be a continued focus on a school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Transition

The school collects and analysis information to inform and support student's successful transitions. In Term 4, Year 6 students participate in an explicitly developed program that addresses the needs of the students to prepare them for their transition to igh school. The sessions were developed in consultation with the LaST, the APLaS, Executive and classroom teachers, using data from student surveys to inform the key components. Feedback from parents and students surveyed post session indicated that students felt more prepared to take the next steps in their learning journey.

Future directions for 2022, build collaborative partnerships with local feeder high schools and ex-students to further enhance high school transition programs. There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

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
TTFM Wellbeing data (advocacy, belonging, expectations) increases to be above the system-negotiated baseline of 90.9%	Tell Them From Me data shows 87.34% of students reporting advocacy at school, which is a decrease of 6%. Expectations for success at school decreased by 4% with 96.25% students reporting positive Expectations for Success. 70%. students reported positive outcomes for Sense of Belonging which is a decrease of 11%.
Increase the percentage of students attending >90% of the time to be at or above the lower bound target of 91%.	The number of students attending greater than 90% of the time or more is 78.15% which is by (insert value). Semester 1 Attendance 94.5% attending above 90% of the time. Self-assessment against the School Excellence Framework shows the element of attendance to be delivering as staff regularly and accurately monitor attendance.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$12,699.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Terrey Hills 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"> • Wellbeing and Engagement <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 • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised 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.</p> <p>After evaluation, the next steps to support our students with this funding will be: 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 PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$5,460.92</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Terrey Hills 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"> • Quality Differentiated Teaching in Literacy and Numeracy • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • additional staffing to implement [program/initiative] to support identified students with additional needs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised 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. and playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: 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>English language proficiency</p> <p>\$14,101.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Terrey Hills 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>

<p>English language proficiency</p> <p>\$14,101.40</p>	<ul style="list-style-type: none"> • Quality Differentiated Teaching in Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in: teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples. and adjustments were made to learning programs to enable students to access the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: 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). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning</p>
<p>Low level adjustment for disability</p> <p>\$60,309.22</p>	<p>Low level adjustment for disability equity loading provides support for students at Terrey Hills 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"> • Quality Differentiated Teaching in Literacy and Numeracy • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: 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>Literacy and numeracy</p> <p>\$8,140.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Terrey Hills 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"> • Quality Differentiated Teaching in Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative</p>

<p>Literacy and numeracy</p> <p>\$8,140.05</p>	<p>funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • online program subscriptions to support literacy and numeracy <p>The allocation of this funding has resulted in: the instructional leader facilitates support for teachers through collaboratio, targeted professional learning and feedback on the implementation of effective teaching strategies shown to have the greatest impact on growth and attainment.</p> <p>After evaluation, the next steps to support our students with this funding will be: improve teacher practice by teachers leading professional learning and the development to identify student need. present parent workshops in the areas of reading and numeracy.</p>
<p>QTSS release</p> <p>\$44,286.61</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Terrey Hills 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"> • Building Teacher Capacity and High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff provided with grade additional release time to plan to support classroom programs • implementation of quality teaching rounds to strengthen quality teaching practices • instructional leader to work collaboratively with 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: improved staff confidence and teaching practice. Teachers are beginning to use learning intentions, success criteria and have a stronger focus on formative assessment. 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: continuing the employment of an instructional leader to lead improvement in areas where teachers need support in literacy and numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Terrey Hills 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"> • Building Teacher Capacity and High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additonal School learning Support Officers to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan

<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. improved staff confidence and teaching practice. Teachers are beginning to use learning intentions, success criteria and have a stronger focus on formative assessment. 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: continuing the employment of an instructional leader to lead improvement in areas where teachers need support in literacy and numeracy. engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs and provide additional professional learning for staff. professional learning will include observations, coaching, mentoring, co-planning and co-teaching to improve teaching practice in every classroom.</p>
<p>COVID ILSP</p> <p>\$33,433.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employing staff to provide online tuition to student groups in literacy/numeracy - [focus area] • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in: maintaining continuity of individual learning whilst students were working remotely. this intensive approach has resulted in improved engagement in learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: 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.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	130	129	129	117
Girls	113	107	108	105

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94	96.4	96.3	93.5
1	95.8	94.9	95.2	95.4
2	95.5	95.9	92.8	90.3
3	96.1	95.4	96.1	93.8
4	93.3	95.6	95.7	94.3
5	95.7	93.6	95.6	93.5
6	93.8	94.7	94	91.8
All Years	95	95.2	95.1	93.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	7.17
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.42

*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	477,914
Revenue	2,721,831
Appropriation	2,479,755
Sale of Goods and Services	2,928
Grants and contributions	223,290
Investment income	708
Other revenue	15,150
Expenses	-3,053,600
Employee related	-2,693,142
Operating expenses	-360,458
Surplus / deficit for the year	-331,768
Closing Balance	146,145

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	12,699
Equity Total	79,872
Equity - Aboriginal	0
Equity - Socio-economic	5,461
Equity - Language	14,101
Equity - Disability	60,309
Base Total	1,816,823
Base - Per Capita	58,424
Base - Location	0
Base - Other	1,758,398
Other Total	402,121
Grand Total	2,311,514

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

Terrey Public School continues to enjoy a positive relationship with parents and the broader community. Collaboration between parents and teachers and parent involvement have shown increased results. Communicating effectively and building positive relationships continues to be a focus area.

Parents/carers were invited to provide feedback via Tell Them From Me in 2021. Fewer than 10% of parents/carers participated. Through parent workshops on Literacy, Numeracy and Wellbeing stronger partnerships have been developed with 90% of parents who attended workshops either in person or online indicating that the workshops are very helpful/helpful. Feedback from parents indicate that ongoing support via workshops is welcomed. During remote learning, parents reported feeling supported through the learning packages that were available online and in paper form, as well as, teacher/parent communication via Zoom and telephone.

Student satisfaction is always prioritised as important feedback used by the school executive and all staff for school planning. Advocacy at school as reported by our students is above the NSW Government Norm. Tell Them From Me data indicates that 95% of students reported positive behaviour at school which is above the NSW Government Norm of 83%

Staff were surveyed anonymously to ascertain their perceptions of programs and school climate. Results indicated that communication, professional learning, collaborative practices, having an effective Learning Support Team, providing a wide range of extracurricular activities and the recognition of students all contribute to a positive school culture. When identifying areas requiring further improvement, staff indicated that continued work in Literacy and Numeracy, High Potential Gifted Education and the continuation of the Instructional Leader in the classrooms to mentor and develop explicit teaching would benefit staff and students.

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.