

2021 Annual Report

Terrigal Public School



3191

Introduction

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

Terrigal Public School

Havenview Rd

Terrigal, 2260

<https://terrigan-p.schools.nsw.gov.au>

terrigan-p.school@det.nsw.edu.au

4384 4599

Message from the principal

The 2021 school year presented many challenges but also, once again, proved the strength and resilience of our amazing school community. The first part of the year operated under the 'new normal' COVID practices. Some events and activities returned and we felt we were moving forward. The second half of the year, however, was impacted by the second wave of COVID-19 infections. Despite this our staff and students still managed to achieve many great things.

In between shifting and adjusting, to meet the ever changing restrictions and procedures, our debating team managed to win through to the final of the Premier's debating challenge, for the second year in a row. In the final Abby, Bethany, Grace and Sophie were given the task of arguing that 'students should be completing five hours of homework a week over the holidays' - a tough ask! Despite putting forward strong arguments our team went down to Bangalow Public School and finished runners up. Congratulations to the team for their efforts and to Mr Ridley for his work in coaching the team.

One of our students, Abby was part of the NSW Education Ministers DOVES (Department of Student Voices in Education and Schools) student advisory group this year. The DOVES council involved representatives in Years 5 -12 from schools across the state. It was a huge honour for Abby and our school, to have one of our students representing the voices of students. The council met with the Minister via Zoom and also had the opportunity to also meet with the Governor of NSW.

Throughout the year we worked to support students and their families. When we went into the second 'lock down' phase in Term 3 we remained open to support families that needed us, whilst most students worked at home. Learning packs were supplied to families as we shifted to more 'online guided' learning. I know each family has their own story and experience during the lockdown. We worked hard to support families no matter their circumstances.

My focus has always been the safety of everyone in our school community. I know there have been times when people in our school community have disagreed with my decisions but the fact that we didn't have a case in our school during 2021 is a reflection of the hard work of our families, our staff and our students. This is a credit to our staff and our community for following the guidelines and keeping everyone safe.

Our students continued to demonstrate their resilience and agility to change and adapt to the circumstances around them - both at school and outside school. I particularly want to acknowledge our Year 6 students who had many of their 'rite of passage' activities cancelled or changed.

Our student leaders needed to adapt and change from traditional roles. Assemblies and other activities were delivered online and our leaders became experts in managing live broadcasting. Thank you to Abby and Kynan our senior Ministers and our student parliament ministers Sophie, Micah, Aurora, Calais, Mathilde, Grace, Boadie, Archie, Max, Tye and Tom. Thank you to our sport house captains Kara, Tor, Layla, Jimmy, Jordan, Spencer, Toby and Ava. Your leadership has been on display not only in your roles but in the way you have shown others how to act once we returned.

We acknowledged two of our great school community members this year with Public Education Week awards. Nicole Hilder for her outstanding contribution as P & C President over four years and Cath Wilson for her work as a teacher and staff wellbeing co-ordinator.

After such a challenging year there are many people to thank.

Thank you to our P & C members. Led by Hannah and Tonia we have appreciated everything they have done for our school. In particular, this year helping to fund the renewal of our top playground. The funds came from our last Terrigal Fun Fair which was a huge community effort. For anyone who has seen the change in the top playground you would agree that all of the effort in raising the funds has been well worth it. Thank you also to the P & C team running our uniform shop. All of the helpers in the uniform shop are volunteers. They are led by Trisha and, particularly this year, Trisha has been the key person as only one volunteer has been allowed on site. Thank you to Trisha and all of the uniform team. Thank you to Lyn, Mandy and Corinne for all of their work in the canteen. It has been another year of disruption, adjusting to changing restrictions and requirements and the canteen team have done an amazing job in agilely adapting! Thank you also to the many volunteers who jump in to help out in the canteen. Thank you to Sarah our student banking co-ordinator. This is the last year of student banking at school. Thank you to everyone who has banked with us through this scheme.

Thank you to our special religious education and ethics teachers. They give their time each week to support students in developing their ethical and spiritual knowledge.

Thank you to our many other volunteers from classroom helpers to kitchen garden helpers and environment helpers., parents who helped out with sporting teams and events and parents who have helped in many other ways.

Thank you to my staff.

Our School Learning Support Officers provide support to students with disabilities in our support unit and in mainstream classes. I thank them for all of their hard work both on site and whilst learning at home.

Thank you to our office staff for their work. Not only have they needed to do their normal jobs they've needed to adapt, adopt and answer hundreds of questions about changes and restrictions. Our administration team is led by Mrs Myers we appreciate everything they have done this year to support families and staff.

Thank you to our general assistant, Mr Palmer for keep our school looking good. Thank you also to our cleaners for helping to keep us safe

Our classroom teachers and support teachers have had to re-invent themselves. Teaching in class, teaching online. Swapping roles at the drop of a hat, often finding out what they were doing next from the media. They are an amazing team and we are very lucky to have them at our school.

One of the things I have greatly appreciated from our staff is their willingness to pitch in. Every time I asked for more, for a change, for them to try something new they said, 'Yes!'. People volunteered, stepped in to help out and to cover classes when we were short staffed.

Thank you to our school counsellors Mrs Bray, Mr Stephen and Ms Mallie-Maharta and to Julie our School Wellbeing officer for their work in supporting students.

A huge thank you to my executive team Mr Lowe, Mrs Martin, Mrs Walkaden, Mr Meldrum, Mrs Slattery and Mrs McKay. Of everyone they have had the biggest challenge to operationalise all of the changes. They're the ones that had to make it all work on the ground. They are an amazing team of leaders and teachers.

To my senior executive team - Mrs Knowles, Mrs McKeown and Mrs Formby. They have been the rock. They have been there for the tough decisions, the late nights, the early mornings, the weekend calls, the holiday meetings. They have managed staff, students and parents, answered questions, reassured people, helped people, counselled people and have come out the other side smiling. A particular thank you to Mrs Knowles for relieving in Term 2 whilst I was seconded to head office.

I also want to acknowledge staff who are leaving us. Ms Wilson and Mrs Miller are retiring. Ms Wilson was a temporary teacher at our school and then became permanent, she was a classroom teacher and then moved to be our learning and support teacher. Mrs Miller has been a temporary teacher in many different roles but in particular as a support teacher for students learning English. She did a great job to build English skills and ensure those students became part of school community. Mr Stephen who has been a temporary school counsellor with us this year will move to a new area of the coast next year. Mrs Coe has been on leave and has resigned from her position at our school as she has taken up a role with Charles Sturt University. Mrs Coe was a great leader for our Aboriginal programs.

We also farewell Mrs McKay who has been successful in picking up a role as an Assistant Principal Curriculum and Instruction at Lake Munmorah PS. Mrs McKay has been an outstanding Assistant Principal on Kindergarten and then in instructional leadership and learning support. She will be greatly missed.

After a year that was far from normal we look forward to 2022 with optimism.

School vision

Our school is a proud public school focused on developing future adults who are confident, active and involved citizens. Students learn the skills, knowledge and understanding to enable them to navigate a changing and complex world. Our students will be leaders who consider the environment, are inclusive of all and acknowledge the full cultural heritage and history of Australia .

School context

Terrigal Public School is a dynamic school of 920 students located on the NSW Central Coast. Our students come from diverse family, cultural and language backgrounds. Our students are connected, inclusive, resilient and curious learners. Our school is supported by an active community with high expectations for school excellence.

Our school acknowledges that we learn and work on land that is, was and always will be Aboriginal land. Our Aboriginal students have opportunities to engage with culture and community. All students learn about culture and history. We are part of the Kuriwa Aboriginal Education Consultative Group. Our students participate in the annual Gulang Festival. We acknowledge and pay our respect to elders past and present.

Our school works with our partner schools as part of the Terrigal Learning Alliance. Terrigal High School, Erina Heights Public School and our school work as a collaborative group to provide a K - 12 pathway for students. The alliance allows clear communication channels between the schools to share information, resources and expertise. Combined professional learning opportunities provide broader access to a range of development activities.

Our school has a strong focus on critical literacy and numeracy skills but we recognise that this is insufficient. We also focus on building active and responsible citizens, creative and caring people.

Learning in the classroom is complemented by our kitchen garden program, STEM project, creative arts and sporting programs.

Through our situational analysis we have identified a need to use data-driven practices to ensure clarity of student need and to focus instructional practices. Teachers highly value collaboration within the school but seek further opportunities to work together to reflect on their practice, data and plan learning. Our school has negotiated a set of targets to ensure that student growth and attainment remain a focus for the school.

Our focus over the next 4 years will be to improve the growth and achievement of students in reading and numeracy, further develop our high expectations for student wellbeing and improve of systems to support student success.

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 | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| 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 | 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 | Excelling |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

Every student will grow by at least one year for one year of teaching. This will be achieved by the use of data to inform teaching and instructional support for every teacher. This will allow teachers to reflect on and improve their practice to be able to deliver point of need instruction through evidence based practice and by providing targeted support to identified students.

Initiatives

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

- Instructional support for student success
- Targeted support for increased student success

Resources allocated to this strategic direction

Professional learning: \$52,758.99

QTSS release: \$171,428.00

English language proficiency: \$17,211.00

Socio-economic background: \$53,574.00

Literacy and numeracy intervention: \$94,179.12

Low level adjustment for disability: \$180,448.47

Literacy and numeracy: \$26,261.48

Summary of progress

Strategic Direction 1: Student Growth and Attainment saw a focus on professional learning which included Quality Teaching Rounds, building of the capacity of our middle level executive to lead their teams in data talks, collaboration, and instructional support, reading intervention and the building of the capacity of our Learning Support team members. Staff benefited from team teaching strategies, modelling of best practice, deep data talks and collaborative planning to address identified student needs. Students have benefited with an improvement in literacy and numeracy as evidenced in PAT data, good progress in the phonics screening check and CARs and STARS data. Upon return to school after Learning at Home, all students were assisted with settling into school routines and learning differentiated to their point of need to optimise in-class support. Our NAPLAN results have demonstrated significant growth within the top two bands in Reading. We have also demonstrated a slight increase in the top two bands in Numeracy. Further work is needed in this area. Expected growth in Reading demonstrated a slight uplift, however, this also needs to be a focus. Expected growth in Numeracy did not occur and this will be a significant focus in 2022.

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 |
|--|--|
| NAPLAN TOP TWO BANDS A minimum uplift of 3.9% of Years 3 & 5 students in the top two bands for Reading (NAPLAN) | <i>Top 2 Bands Reading 2021 actual is 50.58%. This is an increase of 7.85% from the baseline of 42.73%.</i> |
| NAPLAN TOP TWO BANDS A minimum uplift of 3.8% of Years 3 & 5 students in the top two bands for Numeracy (NAPLAN) | <i>Top 2 Bands Numeracy 2021 actual is 34.88%. This is an increase of 1.03% from the baseline of 33.85%.</i> |
| NAPLAN EXPECTED GROWTH A minimum uplift of 1.7% in Year 5 students for expected growth in | <i>Expected growth Reading 2021 actual is 65.88%. This is an increase of 0.28% from the baseline of 65.6%.</i> |

| | |
|--|--|
| Reading (NAPLAN) | |
| <p>NAPLAN EXPECTED GROWTH</p> <p>A minimum uplift of 2.1% in Year 5 students for expected growth in Numeracy (NAPLAN)</p> | <p><i>Expected growth Numeracy actual 50%. This is a decrease off 11.12% from the baseline of 61.12%.</i></p> |
| <p>A minimum uplift of 3% of students is achieving expected reading levels PAT, running records</p> | <p>Running Records were not taken due to the introduction of decodable texts. PAT Reading testing commenced in 2021, with an average growth in 2021 PAT reading K-6 of 7.78. Year 4 Check-in data in Term 2 showed 55% of questions answered correctly, with scores for skills area showing as Comprehension 58, Processes 55 and Vocab 49.2. Year 4 Check-in Term 4 results demonstrated growth with 61.3% questions answered correctly, which was slightly lower than State average of 64.6%. Skills areas mostly increased with the following scores in Term 4: Comprehension 58.7, Processes 54.5 and Vocabulary 61.3.</p> |
| <p>An minimum uplift of 4% of students achieving expected numeracy levels. (PAT)</p> | <p>PAT Numeracy testing commenced in 2021, with an average growth in 2021 PAT Numeracy K-6 of 3.97 which is less than expected. Year 6 Check-in data showed student performance declining from 68.9% of questions answered correctly in Term 2 to 63.3% of questions answered correctly in Term 4. Statistics and probability scores were down from 80.4 in Term 2 to 67.8 in Term 4. This was the main reason for deterioration in student performance. Year 4 Check-in data improved throughout the year with Year 4 students in Term 4 achieving 69.1% of answers correct, up from 63.5% of answers correct in Term 2. Our school finished above the State average by 3%.</p> |
| <p>ABORIGINAL STUDENTS</p> <p>All Aboriginal students show one year growth in reading and mathematics each year. (NAPLAN)</p> | <p>In NAPLAN Reading, our Aboriginal students have demonstrated growth from 510.6 in 2019 to 515.8 in 2021 which is pleasing . In NAPLAN Numeracy, our Aboriginal students' results have declined from 514.6 in 2019 to 458.3 in 2021.</p> |

Strategic Direction 2: High expectations for student wellbeing and success

Purpose

Student success will be built through greater consistency in expectations for learning, behaviour and support. High expectations for attendance will be built through promotion and monitoring. Learning and support programs will be more focused, responsive and extensive.

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.

- Increased expectations for positive behaviour
- Increased impact of learning support for identified students
- Increased Attendance

Resources allocated to this strategic direction

Summary of progress

In 2021 we had a deep focus on the promotion of positive behaviours and attendance. These were supported by a Positive Behaviour Framework, a School Well-Being Officer and a Learning and Support team focus. To support positive behaviour we developed a flowchart that systematically supported behaviour regulation, as well as the development of explicit lessons from You Can Do It to target positive behaviour expectations. This included participation in Harmony Day and Anti-Bullying Day where students created and signed a pledge to demonstrate inclusiveness. You Can Do It and Smiling Minds underpin our approach and signage is displayed as a visual reminder to the school population. Learning Support Intervention teams and the School Well-Being Officer met weekly to design 5 week learning cycles to target identified students. After the intensive support the students either continued the program or were included for general support. Attendance is a priority with our school being included in the Pioneering Attendance SMS trial.

This focus on Well-being has resulted in positive respectful relationships being evident, with expectations of behaviour explicit and consistently applied across the whole school. Personalised Attendance Plans are beginning to improve attendance for identified students. The development of the positive expectations and flowchart has ensured smooth processes and consistent messaging with all staff and students. The engagement in Harmony Day, You Can Do It and Smiling Minds has ensured that every student is engaged and challenged to continue to learn.

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 |
|---|--|
| ATTENDANCE An uplift of 2.3% (from 2020 baseline data) of students attending school >90% of the times | We have had an uplift of 2.75% from our baseline, of students attending school at 90% of the time or more. Our actual measure is 73.59%. |
| WELLBEING An uplift of 2.5% (from 2020 baseline data) of students reporting positive wellbeing across the 'Tell Them From Me; measures of sense of belonging, advocacy at school and expectations of success. | We had a decrease of 2.18% from our baseline with students' sense of belonging, advocacy at school and expectations of success. |
| ABORIGINAL STUDENTS A minimum uplift of 2% (from 2020 baseline data) of students in the 'Tell | We have had a decrease of 1% from our baseline data of Aboriginal students feeling good about their culture and 4% decrease from our baseline of Aboriginal students feeling that teachers have a good understanding of their culture. |

Them From Me' survey reporting 'I feel good about my culture' and reporting that 'Their teacher has good understanding of my culture'.

Strategic Direction 3: Quality systems for student success

Purpose

Improved systems will support student learning by

- Providing timely data around impact to inform teaching
- Allowing whole school monitoring of student growth to inform resource allocation
- Allowing effective access to critical information about student need
- Providing additional time for teachers to collaborate for analysis of data and planning of teaching.
- Aligning systems, programs and support to increase teacher time on planning quality instruction.

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.

- Improved systems and more time for collaboration
- Data systems to support learning

Resources allocated to this strategic direction

School support allocation (principal support): \$45,322.76

Summary of progress

This strategic direction focused on collaboration and data systems to support learning. Streamlined operational systems assisted us to effectively utilise learning spaces in a large busy school where space is at a premium. We introduced on-line booking systems to ensure equity in the use of space and resources that staff could access with immediacy, which demonstrated efficiency with the teaching of our students. We also restructured other operational systems such as timetables to allow consistency and development of a strong rapport between students and staff. Our Release From Face to Face Roster now sees the same teacher taking the majority of release from face to face for each stage, School Learning Support Officers are linked to specific students and classes which builds quality relationships and changes to routines allows for smooth and ordered transitions. Explicit systems for teacher collaboration including lesson planning, observation of teaching practice and effective feedback was embedded. Teams were released to undertake a deep analysis of student data and responsive programming as well as professional learning to improve practice. This was interrupted by COVID 19 and associated restrictions. Due to the teacher shortage a different model will have to be adapted in 2022.

Staff responded to questions about the teaching practices related to What Works Best and Improvement, Innovation and Change themes.. We demonstrated growth in all areas. Whilst High Expectations, Classroom Management , Explicit Teaching , Use of Data to Inform Practice and Wellbeing showed a growth of up to 2 points. Effective feedback, Collaboration and Assessment showed evidence of a 4 point growth.

Teachers have reported that they have found our collaboration model overwhelmingly valuable as it allowed staff to collectively and collaboratively examine data and focus on lesson planning and implementation, therefore having a positive impact on student wellbeing and learning. Teachers routinely analyse data, set targets for their students and program according to student learning goals. All teachers review the Strategic Directions and set their own professional learning goals according to the school's targets. Teachers now routinely review data, collaborate and distribute leadership, make decisions , create platforms for professional dialogue, build rapport, cohesion and trust, all the while keeping the team focused on the important tasks of leading student learning and school 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 |
|--|---|
| Collaboration At least an uplift of 0.3 points in the rating scale of teachers reporting enough time for collaboration. (WWB | We have had an uplift 0.3 in the rating scale of teachers reporting enough time for collaboration as measured by the What Works Best survey. We have achieved our target. |

| | |
|---|---|
| survey) | |
| <p>Focus on Instruction</p> <p>An minimum uplift of 5% of teachers reporting the effectiveness of collaboration including planning. from a baseline of 65% .</p> | <p>We have had an uplift of 16.3% of teachers reporting the effectiveness of collaboration including planning, from a baseline of 65% as measured by our school internal survey " Collaboration and Instructional Support".</p> |
| <p>School Excellence Framework</p> <p>In the School Excellence Framework Management Practices and Processes domain the school will improve to be sustaining and growing in the theme of Administrative Systems and Processes</p> | <p>In the the theme of Administrative Systems and Processes we are working within sustaining and growing.</p> |

| Funding sources | Impact achieved this year |
|--|---|
| <p>Integration funding support</p> <p>\$790,025.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Terrigal Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Targeted support for identified students academically, socially, emotionally and behaviourally. <p>The allocation of this funding has resulted in: Identified students being supported in both the classroom and playground. Additional Learning and Support time bought through socio-economic funding, Literacy and Numeracy flexible funding and staffing. School Learning Support Officers employed to provide direct support to students on funding to implement the adjustments necessary for the students to engage with the curriculum (integration funding).</p> <p>After evaluation, the next steps to support our students with this funding will be: This will continue in 2022 under the same format as this has proved highly successful.</p> |
| <p>Socio-economic background</p> <p>\$53,574.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Terrigal 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"> • Targeted support for increased student success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement the Learning and Support program to support identified students with additional needs. <p>The allocation of this funding has resulted in: Support teachers implementing targeted interventions for students with identified literacy and numeracy concerns. It also ensured teachers were differentiating learning to cater for the needs of all learners including EAL/D learners, students with disability and additional learning and support needs, and high potential and gifted learners through preparation of ILPs, programming and planning. Additional Professional Learning in building the capacity of the Learning Support Team improved our practices and processes. Support was provided for families to ensure participation in all curriculum areas.</p> <p>After evaluation, the next steps to support our students with this funding will be: This highly effective program will continue in 2022.</p> |
| <p>Aboriginal background</p> <p>\$37,629.08</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Terrigal Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students</p> |

| | |
|--|--|
| <p>Aboriginal background</p> <p>\$37,629.08</p> | <p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • A range of activities were undertaken to support our Aboriginal students. These included employing an expert teacher to provide direct learning support to students, giving time to teachers to undertake an authentic Personalised Learning Pathway process. Students participated in cultural activities including our NAIDOC Week celebrations. <p>The allocation of this funding has resulted in:</p> <p>Aboriginal students were supported academically and culturally. We worked together to provide all staff and students with an understanding and appreciation of the richness and diversity of Aboriginal cultures and histories. We are preparing our young Aboriginal students to lead rewarding lives as engaged citizens .</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The Assistant Principal, Stage 2, will tutor our Aboriginal students to achieve their goals in their Personalised Learning Pathways. He will release Aboriginal staff members to provide cultural programs to all students in our school including Aboriginal history.</p> |
| <p>English language proficiency</p> <p>\$17,211.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Terrigal 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"> • Targeted support for increased student success <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. <p>The allocation of this funding has resulted in:</p> <p>Our identified students were supported by a specialist teacher to ensure they could access the curriculum at their point of need.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>As this model is successful, it will continue in 2022.</p> |
| <p>Low level adjustment for disability</p> <p>\$180,448.47</p> | <p>Low level adjustment for disability equity loading provides support for students at Terrigal 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"> • Targeted support for increased student success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Learning and Support teacher employed through the low level adjustments for disability funding. <p>The allocation of this funding has resulted in:</p> <p>All identified students had support in place and were accessing small group, explicit teaching sessions to progress with their targeted area of improvement.</p> <p>After evaluation, the next steps to support our students with this</p> |

| | |
|--|--|
| <p>Low level adjustment for disability</p> <p>\$180,448.47</p> | <p>funding will be: This successful model will continue in 2022.</p> |
| <p>Literacy and numeracy</p> <p>\$26,261.48</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Terrigal 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"> • Targeted support for increased student success <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff training and support in literacy and numeracy • Literacy and numeracy programs and resources, to support teaching, learning and assessment • Targeted professional learning to improve literacy and numeracy • Updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: Implementation of new K-2 Curriculum in literacy with professional learning for K-2 staff and resources to implement new decodable readers. 91% of Kindergarten students have demonstrated growth within their phonemic awareness assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: Decodable readers and accompanying phonics programs will be extended K-2. Professional learning will be a priority for Stage 1 staff in literacy. Data collection will be enhanced and refined based on our experiences in 2021.</p> |
| <p>QTSS release</p> <p>\$171,428.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Terrigal 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"> • Instructional support for student success <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant principals provided with additional release time to support classroom programs • Implementation of instructional rounds to strengthen quality teaching practices • Additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: 96.9% of staff value the role of the Assistant Principal as an Instructional leader in our school and report a significant boost to their teaching and learning through collaborative data talks and development of targeted teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Assistant Principals will be utilised in this role again in 2022. Collaborative planning time will be given as part of school development days and during staff/stage meeting times. Due to the staffing crisis, we are not able to secure extra release time for staff.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$94,179.12</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Terrigal Public School who may be at risk of not meeting minimum standards.</p> |

| | |
|--|---|
| <p>Literacy and numeracy intervention</p> <p>\$94,179.12</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"> • Targeted support for increased student success <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of interventionists to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in:</p> <p>Small group interventions for targeted students, however, results indicate some students regressed in their knowledge and skills due to the lockdown. Year 1 Phonics data indicates 83% of targeted students were on track by the end of Term 4. 50% of Year 1 Reading targeted students reached an Instructional Reading Level of 20 by the end of Term 4, however, 100% of all students made progress. 100% of Year 2 Reading targeted students demonstrated improvement, however, the average Instructional Reading Level reached was 23.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This program will continue in 2022.</p> |
| <p>COVID ILSP</p> <p>\$156,349.00</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 • Providing intensive small group tuition for identified students . <p>The allocation of this funding has resulted in:</p> <p>Small group student instruction for identified students in literacy and numeracy. 36 students in Stage 1 took part in these lessons. 100% of these students mastered subitizing. In Early Arithmetical strategies, 64% of these students attained Facile level.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This program will continue in 2022.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 432 | 432 | 476 | 475 |
| Girls | 403 | 404 | 433 | 439 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 94.8 | 94.5 | 96.1 | 95.5 |
| 1 | 94.2 | 92.9 | 93.2 | 93.9 |
| 2 | 92.3 | 93.4 | 94.4 | 93.1 |
| 3 | 93.8 | 92.5 | 93.2 | 92.3 |
| 4 | 92.9 | 92.4 | 94.3 | 93.1 |
| 5 | 91.7 | 91.4 | 92.4 | 92.5 |
| 6 | 92.4 | 89.7 | 93.9 | 89.2 |
| All Years | 93.2 | 92.4 | 93.9 | 92.8 |
| 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 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 5 |
| Classroom Teacher(s) | 36.88 |
| Literacy and Numeracy Intervention | 0.84 |
| Learning and Support Teacher(s) | 1 |
| Teacher Librarian | 1.4 |
| School Counsellor | 0.8 |
| School Administration and Support Staff | 8.87 |

*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 | 664,703 |
| Revenue | 8,938,101 |
| Appropriation | 8,715,697 |
| Sale of Goods and Services | 7,554 |
| Grants and contributions | 201,475 |
| Investment income | 763 |
| Other revenue | 12,613 |
| Expenses | -9,513,916 |
| Employee related | -8,461,805 |
| Operating expenses | -1,052,110 |
| Surplus / deficit for the year | -575,814 |
| Closing Balance | 88,889 |

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 | 625,962 |
| Equity Total | 288,863 |
| Equity - Aboriginal | 37,629 |
| Equity - Socio-economic | 53,574 |
| Equity - Language | 17,211 |
| Equity - Disability | 180,448 |
| Base Total | 6,652,043 |
| Base - Per Capita | 228,112 |
| Base - Location | 0 |
| Base - Other | 6,423,931 |
| Other Total | 591,352 |
| Grand Total | 8,158,220 |

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

Tell Them from Me surveys were used to determine parent, student and staff satisfaction.

Parent Satisfaction

On the scale of 0-10, parents scored the school highly for the following statements:

- Teachers show an interest in my child's learning 7.3
- My child is encouraged to do his or her best work 7.4
- My child is clear about the rules for school behaviour 8.2
- My child feels safe at school 7.7.

76% of parents were happy with the school support with learning from home and 86% of parents agreed that the resources the school supplied for Learning At Home assisted their child's learning.

Student Satisfaction

On the scale of 0-10, students scored the school highly for the following statements:

- Positive teacher-student relations 8.0
- Quality Instruction 7.5
- Expectations for success 7.8.

81% students reported that they were socially engaged with positive peer relationships. 88% value schooling outcomes and 85% report positive behaviour at school.

Staff Satisfaction

On the scale of 0-10, staff scored the school highly for the following statements:

- School leaders have supported me during stressful times 8.9
- I talk with other teachers about strategies that increase student engagement 9.0
- My assessments help me understand where students are having difficulty 9.1
- I work with parents to help solve problems interfering with their child's progress 8.4.

89% of staff strongly agree or agree that school leaders are leading improvement and change. 87% strongly agree or agree that school leaders clearly communicate their strategic visions and values for our school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.