

2021 Annual Report

Thurgoona Public School



3208

Introduction

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

Thurgoona Public School
Bottlebrush St
Thurgoona, 2640
www.thurgoona-p.schools.nsw.edu.au
thurgoona-p.school@det.nsw.edu.au
6043 1244

School vision

Learning for life, in an inclusive, engaging and supportive environment.

School context

Thurgoona Public School is a P3 school situated on the northern outskirts of Albury near the New South Wales/Victorian border. It has a student population of 603 students, which equates to 24 classes.

The enrolment of students has increased rapidly over the space of 3 years. An increase of 35% of students has had a significant impact on the infrastructure and resources required to meet these demands. Students come from a wide range of socio-economic backgrounds with 8.7% of the student population identifying as Aboriginal or Torres Strait Islander and 8.1% of the student population from an English as an Additional Language or Dialect (EAL/D) background.

The school's motto is 'Learn to live and live to learn'. The premise behind this ethos stems from a belief that the school culture is focused on equipping the students with the dispositions to become successful life-long learners who have a thirst and passion for knowledge.

Dedication and commitment from school staff, combined with community partnerships ensure that student academic, social and emotional growth and development is fostered.

The school is proud of the strong partnership that exists between the school and the Parents and Citizens Association. This partnership results in extensive social opportunities for the school community while also providing funding support for specific school initiatives.

Extra-curricula opportunities in sport, science, technology, and creative and performing arts enable our students to excel through a range of different experiences. Further to this are the extensive experiences that students engage in within English and mathematics.

A rigorous analysis of the strengths and areas for development, has been conducted at a whole school level to consider recommendations for our proposed strategic directions for the 2021-2024 School Improvement Plan. Through the analysis of internal and external data using multiple data sources including: Scout Data, The School Excellence Framework Self-assessment Survey, the suite of surveys from Tell Them From Me, School-based analysis of assessments and reflections gathered from the staff, we have been able to collaboratively discover key themes and trends to identify inspirational goals for our school.

Work will take place on developing quality formative and summative assessment and data collection practices and developing greater consistency of judgement within the school. Continual monitoring of student performance data will determine areas of need and success at a class and school level.

School Support and Specialist Program staff will be utilised to build the capacity of staff to implement the new Student Behaviour Strategy and to assist us in managing complex case management processes. Further strengthening of partnerships between preschool, high school and the university will be developed to ensure strong collaborative relationships exist between parents, students and the community to support the continuity of learning for all students. This will support us in building a school culture that is strongly focused on learning and the educational aspirational outcomes of our 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

| Elements | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Delivering |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Delivering |
| 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 | Sustaining and Growing |
| LEADING: Management practices and processes | Delivering |

Strategic Direction 1: Student growth and attainment

Purpose

In order to **maximise student learning outcomes** in *reading and numeracy* and to build strong foundations for success, we will further develop and refine *data driven teaching practices* that are responsive to the learning needs of individual 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.

- Reading and Numeracy
- Data use in Teaching

Resources allocated to this strategic direction

Aboriginal background: \$22,424.00
Per capita: \$119,390.00
Low level adjustment for disability: \$149,926.20
Socio-economic background: \$128,883.00
Literacy and numeracy: \$24,344.00
English language proficiency: \$8,574.00
COVID ILSP: \$212,400.00
QTSS release: \$112,118.00
Literacy and numeracy intervention: \$70,634.00

Summary of progress

As a result of the well-planned and collaborative process to develop the 2021-2024 SIP, a coordinated effort was made by staff to develop plans and strategies for continuous improvement in reading and numeracy.

The evaluative process provided opportunities for collaboration through cross-stage groupings to enable teachers to reflect on and review the range of formative assessments currently informing their teaching. This resulted in the beginning phase of establishing a consistent school-wide practice for assessment used to monitor, plan and report on student learning. This process led to the establishment of reliable assessments to capture information about student learning aligned to syllabus outcomes and progression indicators.

This year, the K-6 Assessment Schedule for Reading was developed and trialed. Assessments aligned to syllabus outcomes and progressions (Phonic Knowledge and Word Recognition, Phonological Awareness and Understanding Texts) were implemented to monitor student progress. A data collection process was trialed to capture individual student progress, as well as class and cohort achievement.

As these profiles were more predominantly trialed in Stage 1 and Stage 3, a launching of the profiles K-6 will be necessary to ensure that all teachers are aware of the whole school monitoring system. Prefacing the 'why' will also be paramount to ensuring that all staff can see the great value in the collation, analysis and responsive planning for teaching and learning from a comprehensive data set.

The collation of data, derived from the whole school implementation of the K-6 Assessment Schedule enabled a systematic approach to monitor individual student progress at a class, cohort and whole school level. We are beginning to use Cohort Data Pictures to make professional and informed judgments of student achievement and to then drive the next steps in learning to ensure all teachers contribute to the gathering and analysing of data. Teachers are using formative and summative assessments to inform their teaching, adapt their practice and meet the learning needs of students.

A continued commitment to ensuring that assessment is regularly analysed, reflected upon and responded to through the embedding of this focus in the Termly meeting schedule will be crucial to maintaining this unrelenting focus on data use in teaching.

For 2022, the Numeracy Team will refine the assessment schedule within the areas of Mathematics to ensure that the assessments are better aligned to progress measures and evidenced based teaching pedagogies that have been established this year through the Starting Strong and Working with the Bid Ideas PL. The areas of Additive Strategies and Multiplicative strategies, as the focus this year has been on the reading component of the schedule.

All staff have a shared understanding of effective pedagogical practices aligned to the effective teaching of numeracy through the strategic professional learning plan. Collaboration across stages has also reinforced the continuum of learning and 'beyond the horizon' concepts.

A proposed PL Plan for 2022 has been developed to ensure that regular opportunities to continue engagement in Numeracy PL K-6 occurs. This is also to ensure that the practices are sustained to continue to foster the unrelenting focus on Numeracy across the school.

A Professional Learning & Skill Set Audit has been conducted this year. The staff PL audit at the start of 2022, will inform the dynamics for the K-2 Reading Team. This Team will merge with the 3-6 Reading Team to establish the new community of practice, The K-6 Reading Team.

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 |
|--|---|
| Minimum of 45% of students in the top two bands for reading. | 52.38% of students achieved in the top two bands in NAPLAN Reading. |
| Minimum of 40% of students in the top two bands for numeracy. | 43.24% of students achieved in the top two bands in NAPLAN Numeracy. |
| Implement consistent school-based monitoring procedures for students K-6. Record, analyse and monitor student reading progress on the National Literacy Progressions. | We are still working towards having consistent school-based monitoring procedures across K-6 for reading data. |
| Implement consistent school-based monitoring procedures for students K-6. Record, analyse and monitor student numeracy progress on the National Numeracy Progressions. | We are still working towards having consistent school-based monitoring procedures across K-6 for numeracy data. |

Strategic Direction 2: High Impact Teaching through Collaborative Practice

Purpose

To create a culture of **collaborative practice** through **explicit systems** that facilitate professional dialogue, collaboration, classroom observation, the **modelling** of effective practice and the provision of explicit and **timely feedback** between teachers.

Initiatives

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

- Professional Learning
- Coaching and Mentoring

Resources allocated to this strategic direction

Professional learning: \$41,088.70

Beginning teacher support: \$14,845.00

Per capita: \$22,984.00

Summary of progress

In 2021 a Professional Learning & Skillset Audit was undertaken to establish the strengths of the teaching team at Thurgoona PS. This allowed us to harness these strengths and begin to build a culture where the skills of our team were recognised and utilised to improve student outcomes through effective practice. This stock-take was used to establish the K-6 Numeracy Team at the school. The stock-take will need to be completed again at the start of the 2022 school year due to changes in staffing.

There has been a strong whole school commitment to continuous improvement in terms of professional knowledge and practice. This has resulted in fostering distributed leadership and collaboration to support a culture of high expectations. This was achieved through a planned approach to professional learning whereby the needs of the staff were addressed through targeted professional learning delivered in a timely manner through high impact professional learning opportunities. Staff were released using a team model to build a community of effective practice. A proposed PL Plan for 2022 has been developed to ensure that regular opportunities to continue engagement in Numeracy PL K-6 occur. This is also to ensure that the practices are sustained to continue to foster the unrelenting focus on Numeracy across the school. In addition to this, a draft has been provided to ensure that the establishment of the K-6 Reading Team Community of Practice is prioritised.

Learning Lounges have been established to foster opportunities to share 'Best Practice' in professional learning that colleagues have engaged in. Through evaluation, staff identified that a spotlight on what teachers want to share would be a great way to ensure higher levels of engagement with this opportunity.

The Purple Time model was established to specifically support teachers who are new to their stage so that they can develop greater confidence in their skills, knowledge and understanding. The model has been refined at the end of each cycle to align to our unrelenting focus on reading and numeracy.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|---|
| <ul style="list-style-type: none">• All Executive staff complete Growth Coaching professional learning.• SEF: Sustaining and Growing <i>Teaching Domain</i> -Collaborative Practice and Feedback, Coaching and Mentoring and Professional Learning <i>Leading Domain</i> - Instructional Leadership | <ul style="list-style-type: none">• In Term 1, 4 members of the Executive attended the Growth Coaching PL delivered at the AP Network Meeting.• on-balance judgments indicated that we are sustaining and growing within the themes of; Collaborative Practice and Feedback, Coaching and Mentoring, Professional Learning and Instructional Leadership. |
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|---|---|
| <ul style="list-style-type: none"> • Establish structures including the appointment of Assistant Principal Curriculum and specific timetabling to facilitate coaching and mentoring. | <p>Strategic Directions 1 & 2 were driven by the school funded Assistant Principal Curriculum positions. Moving forward the department created positions will continue this momentum.</p> |
| <p>Research and refine a school-based model for coaching and mentoring, considering the large size of our school.</p> | <p>With a self-funded AP Curriculum, this position led the coaching and mentoring practices across the school. There were specific times built in to our school timetable to allow for collaborative sessions as teachers worked towards achieving their PDP goals, in line with SIP targets.</p> |

Strategic Direction 3: Wellbeing and Engagement

Purpose

To create an inclusive, engaging and supportive environment through the development of whole school processes that support the wellbeing of students to fulfill their potential. Our students will become confident and creative individuals, successful lifelong learners and active and informed members of the community.

Initiatives

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

- Student Wellbeing
- Personalised Learning

Resources allocated to this strategic direction

Aboriginal background: \$19,074.00

Per capita: \$4,300.00

Integration funding support: \$350,966.00

Summary of progress

New attendance procedures were written and will be implemented in 2022. Attendance data was impacted in 2021 by external factors.

Attendance is everyone's responsibility at Thurgoona Public School and throughout 2021 we have been reviewing our attendance procedures. Attendance is monitored by classroom teachers, the stage executive and attendance coordinator (Deputy Principal). An electronic roll system is used at our school and fortnightly correspondence to families is generated by office staff to inform families of their child's unexplained absences. We use our newsletter to shine a spotlight on the importance of consistent attendance but also to inform our community of their obligations. The attendance coordinator meets with the Home School Liaison Officer on a fortnightly basis to review students at risk (students with a high number of unexplained absences or students with a high percentage of absences). School based intervention and support strategies are discussed and assigned to the relevant person for follow up, with the aim to improve the attendance of these at-risk students. These interventions are reviewed each fortnight. An attendance summary is tabled at LST meetings to ensure wrap around support for students who are active on LST caseload and who have poor attendance. We regularly and accurately monitor attendance and take prompt action to address issues with individual students.

We (teachers, parents and community) are working towards establishing consistent and systematic processes for monitoring and managing student attendance, to ensure that absences do not impact on student outcomes (this has included the creation and implementation of attendance procedures inline with Departmental policy). We will be implementing these guidelines at the beginning of 2022 which will enable us to closely monitor student attendance and measure the impact of these guidelines in achieving our attendance target.

School executive reviewed well-being initiatives across the school. As part of this review it was identified that Thurgoona Public School will need a clear tiered system of well-being initiatives that support student engagement and well-being. This will include a review of the management of classroom behaviours to ensure a consistent school wide approach in line with our 'How to be' matrix. In 2022, we will seek to implement a system where teachers explicitly refer to these behavior expectations throughout the year, across school settings, to ensure they are consistently and supportively applied across the school. This will include the development of a sequence of lessons with a social-emotional focus that is implemented across the school.

As part of school based procedures that promote positive well-being, a LST Stage Liaison model was implemented. This meant that an LST teacher was allocated to a stage team to ensure students with additional needs were catered for. This resulted in more explicit student plans, greater parent/carer consultation and more timely point of need teaching. This program will need expanding in 2022, to include PL, lesson differentiation and monitoring of student achievement. This will assist us in evaluating the impact of this model. Teachers have reported that the increased LST support has been valuable in allowing them to gain a greater understanding of catering for students with additional needs. The additional staffing was funded through the COVID tutor program and Low Level Adjustment (LLA) for Disability funding.

So that all students can engage in productive learning with minimal disruption, next year we will provide PL to build the capacity of staff to embed a flexible repertoire of strategies for classroom management across all classrooms and other learning environments. In 2022, we will investigate external providers such as OTs and speech pathologists who are available to provide PL. This will assist staff in expanding their understanding of disabilities and how to cater for these in

and out of the classroom. LST staff will also provide PL on well-being initiatives like Zones of Regulation (this could possibly be a Tier 1 activity- will depend on the review) so that it can be embedded across the school.

The effectiveness of the reflection process where students are working with an Executive to go through the restorative practice process, will also need reviewing, as part of our school wide approach. This review will include consultation with parents/carers as we value their role in supporting school behaviour engagement expectations at home.

The overall aim of our third strategic direction is to create a tiered system of academic and well-being support across the school.

Well-being procedures will continue to be a focus in 2022 , after internal school data indicated that this was a priority. This will compliment the implementation of the new Inclusive, Engaging and Respectful Schools policies.

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 |
|---|---|
| <ul style="list-style-type: none">• Review and evaluate current attendance monitoring procedures and refine current school based procedures targeting students who are attending less than 90% of the time. | School based procedures were consolidated and ready for implementation in 2022. |
| <ul style="list-style-type: none">• Review and evaluate playground and classroom incidents reported on ebs4. Evaluate and review school based well-being initiatives and/or review possible initiatives to be implemented. such as a social skills program K-6. | Review conducted indicated that a school-wide consistent behaviour management and engagement program is needed in 2022. |
| <ul style="list-style-type: none">• Evaluate and review current well-being practices and current school based procedures that promote positive well-being outcomes for staff and students. | Review indicated some positive well-being procedures in place with a focus to broaden these in 2022. |

| Funding sources | Impact achieved this year |
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| <p>Integration funding support</p> <p>\$350,966.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Thurgoona 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around trauma informed practice. • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All individual plans were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms.</p> <p>The use of funding was adjusted throughout the year in response to ILP reviews which ensured that funding was used specifically address each students' support needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continually ensure that funding is used to address each students support needs.</p> |
| <p>Socio-economic background</p> <p>\$128,883.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Thurgoona 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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to establish the Assistant Principal curriculum role to build the capacity of staff to support identified students <p>The allocation of this funding has resulted in: the collaborative partnerships that are being established across stages is fostering consistent and shared understandings of quality teaching pedagogies to improve whole school practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: used to increase the Assistant Principal Curriculum and Instruction from 0.2 to 0.6.</p> |
| <p>Aboriginal background</p> <p>\$41,498.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Thurgoona 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> |

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| <p>Aboriginal background</p> <p>\$41,498.00</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"> • Student Wellbeing • Reading and Numeracy • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: employing targeted staff to support Aboriginal and Torres Strait Islander students both academically and socially.</p> <p>After evaluation, the next steps to support our students with this funding will be: to establish a framework for this program which will include clear evaluation progresses to enable us to measure the impact. The framework will support further improvement in outcomes for our ATSI students. A component of the framework will include the involvement of the SLSO in the development, monitoring and evaluation of PLPs.</p> |
| <p>English language proficiency</p> <p>\$8,574.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Thurgoona 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"> • Reading 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: the establishment of a core practice for supporting students learning English as an Additional Language or Dialect that included withdrawal lessons for small group (developing) and individual (emerging) support.</p> <p>After evaluation, the next steps to support our students with this funding will be: to provide EAL/D Progression levelling PL to staff. Establish procedures for new enrolments to ensure support is provided immediately and the family are connected to the school.</p> |
| <p>Low level adjustment for disability</p> <p>\$149,926.20</p> | <p>Low level adjustment for disability equity loading provides support for students at Thurgoona 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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the |

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| <p>Low level adjustment for disability</p> <p>\$149,926.20</p> | <p>curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</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 <p>The allocation of this funding has resulted in: staff providing targeted students with evidence-based intervention programs to increase learning outcomes</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support identified students with additional support.</p> |
| <p>Location</p> <p>\$4,851.00</p> | <p>The location funding allocation is provided to Thurgoona Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in: a planned benefit to support excursions however, the total amount of these funds were not used (excursions did not proceed).</p> <p>After evaluation, the next steps to support our students with this funding will be: to re-establish additional activities (such as overnight camps) which supplement core curriculum learning.</p> |
| <p>Literacy and numeracy</p> <p>\$24,344.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Thurgoona 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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: the purchasing of additional literacy and numeracy resources and engagement in professional learning to support teaching programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to consolidate evidence based teaching practices in literacy and numeracy across K-6 classrooms.</p> |
| <p>QTSS release</p> <p>\$112,118.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Thurgoona 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"> • Reading and Numeracy |

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| <p>QTSS release</p> <p>\$112,118.00</p> | <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: additional release opportunities allowing collegial feedback amongst teaching staff to improve practice based on the professional standards and strengthening quality teaching practices through lesson observations, modelling, feedback, co-planning, co-reflection, mentoring and the use of student data as evidence of improvement</p> <p>After evaluation, the next steps to support our students with this funding will be: the employment of additional teaching staff to lead improvement in an area where teachers need support such as literacy or numeracy.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$70,634.00</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Thurgoona 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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</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 • 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>The allocation of this funding has resulted in: teachers embedding evidence-based literacy and numeracy programs and data driven practices within teaching programs. To continue the momentum of this, more work will be needed in 2022 to up-skill new teachers- due to a turnover of 40% of our on-class teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to embed best practice in reading and numeracy.</p> |
| <p>COVID ILSP</p> <p>\$212,400.00</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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in: delivering targeted, intensive tuition for students identified with the greatest</p> |

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| <p>COVID ILSP</p> <p>\$212,400.00</p> | <p>need. The identified students benefited from high quality literacy, numeracy or specific subject area small group tuition that best met their individual learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue the implementation of intensive literacy intervention groups using data sources to identify specific student need. Learning and support processes will be revised to 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> |
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Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 295 | 296 | 300 | 291 |
| Girls | 280 | 292 | 295 | 308 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 94.4 | 93.8 | 95.5 | 92.5 |
| 1 | 94.2 | 95 | 93.7 | 93.1 |
| 2 | 93.9 | 94.6 | 94.9 | 91.6 |
| 3 | 95.4 | 94.4 | 95.6 | 92.7 |
| 4 | 94 | 94.9 | 94.6 | 92.2 |
| 5 | 93.6 | 92.9 | 94.4 | 93.2 |
| 6 | 92.3 | 93.1 | 94.8 | 90.9 |
| All Years | 94 | 94.2 | 94.8 | 92.3 |
| 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) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 23.09 |
| Literacy and Numeracy Intervention | 0.63 |
| Learning and Support Teacher(s) | 0.9 |
| Teacher Librarian | 1.2 |
| School Counsellor | 1 |
| School Administration and Support Staff | 4.06 |

*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 | 638,572 |
| Revenue | 5,928,208 |
| Appropriation | 5,829,722 |
| Sale of Goods and Services | 4,575 |
| Grants and contributions | 91,084 |
| Investment income | 670 |
| Other revenue | 2,156 |
| Expenses | -6,039,125 |
| Employee related | -5,551,212 |
| Operating expenses | -487,913 |
| Surplus / deficit for the year | -110,917 |
| Closing Balance | 527,655 |

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 | 413,777 |
| Equity Total | 328,883 |
| Equity - Aboriginal | 41,499 |
| Equity - Socio-economic | 128,883 |
| Equity - Language | 8,575 |
| Equity - Disability | 149,927 |
| Base Total | 4,314,583 |
| Base - Per Capita | 146,677 |
| Base - Location | 4,851 |
| Base - Other | 4,163,054 |
| Other Total | 437,505 |
| Grand Total | 5,494,748 |

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

In 2021, we used the suite of Tell Them From Me surveys. Ongoing consultation in relation to our School Improvement Plan occurred at P and C meetings. Due to restrictions in 2021, we were unable to implement our traditional methods of consultation with families which included mostly face to face opportunities (cultural committee meetings, information evenings, morning teas). In lieu of this, feedback was collected via surveys which may impact on the results.

Parent Tell Them From Me Survey:

- Feel welcome (School 6.4 vs Govt norm 7.4)
- Are informed (School 5.8 vs Govt norm 6.6)
- Safety at school (School 6.6 vs Govt norm 7.4)
- Inclusive school (School 6.3 vs Govt norm 6.7)

Teacher Tell Them From Me survey:

- Between 2020 and 2021, there was an increase of 0.1 (inclusive school 7.9) and 0.2 (leadership 5.4) however both are still well below the government norms (inclusive school 8.2) (Leadership 7.1)
- Collaboration 2021 6.5 v Govt norm 7.8
- Teaching strategies (school 7.9 govt norm 7.9)
- Data informs practice (school 8.0 govt norm 7.8)

Student Tell Them From Me survey:

- Students interested & motivated (school 55% govt norm 78%)
- Positive learning culture (school 6.2 govt norm 7.2)
- Expectations for success (school 7.6 govt norm 8.7)
- Positive teacher-student relations (school 7.7 govt norm 8.4)
- Effective learning time (school 7.4 vs govt norm 8.2)

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.