

2021 Annual Report

Toukley Public School



3250

Introduction

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

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

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School vision

Toukley Public School's vision is to be one of the finest inclusive schools in Australia, ensuring that all students are known, valued, cared for and fulfilling their potential. The school community holds high expectations for all students to improve in their learning and systems and structures are designed to meet the needs of every student. Expert teachers and leaders use evidence based, innovative strategies to engage students and take every opportunity to enhance student outcomes through developing their professional performance, connecting with families and the community and listening to the voices of the students.

School context

Toukley Public School is situated on the NSW Central Coast. Our school expectations are that respect, responsibility and excellence are ubiquitous throughout the school and its community. We have an enrolment of 564 students from Preschool to Year 6. The school receives significant equity loadings for socio-economic status (FOEI 140), Aboriginal background and students with disabilities.

Kooloora Preschool is our designated Aboriginal preschool, with 40 places available for a part time program to service Aboriginal families from all areas of the Central Coast. Our school has 148 (26%) Aboriginal students who are well supported through close connections with the Muru Bulbi Aboriginal Education Consultancy Group (AECG) and a designated Aboriginal Education Officer.

Our four class special education unit provides placements for 28 multi-categorical (MC) students who are supported by specialist support staff.

Toukley has an increasing enrolment of students with an English as an Additional language or Dialect (EAL/D) background which currently sits at 2.4%.

As an Early Action for Success school, Toukley utilises the expertise of designated instructional leaders to support the teaching of literacy and numeracy in the early years. An additional instructional leader is employed to provide in class, in context professional learning for the primary staff.

Toukley Public School participates enthusiastically in a wide variety of extra curricular activities, including PSSA sports, choir, public speaking and debating, the spelling bee, Aboriginal dance and didge groups, various other dance groups, a green thumbs environmental/gardening program and robotics and coding.

The situational analysis was completed in 2020 utilising information gathered from the whole school community. The strategic improvement plan is a result of a robust and thorough analysis of the data gathered from a wide variety of sources which led us to developing the strategic directions in this plan in consultation with all key groups, including the AECG.

Strong data skills and use will improve the targeted teaching of every student and cohort in our school. A focus on putting a face to the data will ensure improvement for all students, along with whole school monitoring of student learning will be used to plan and teach effectively. The strong intervention program ensures the needs of individual students are met.

Collaborative practices and feedback, coaching and mentoring, professional learning and opportunities for expertise and innovation lie with the whole staff, regardless of their role. Everyone is linked in providing the conditions for academic and social/emotional growth.

Students are positive about their education in general and a focus on increasing the engagement of students will include attendance. Engaging programs and differentiated lessons that cater for the needs of every student and where every child experiences success are imperative. We are building a culture where engagement is high in every subject in every classroom through mutually respectful relationships, inclusive practices, explicit teaching at point of need, excellent, responsive pedagogy and exceptional management of student behaviour. Engagement in extracurricular activities to promote health and social outcomes and experiences that expose students to a wide variety of post school options are focus areas.

In order to pursue the best outcomes for students, each and every member of the school community plays an important role that is linked to the success of every student and the whole school.

Regular evaluative and reflective practices have been embedded in the ongoing assessment of our success in all areas of the plan.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to build a strong foundation for success in reading and numeracy, we will employ consistent school-wide practices to curriculum planning delivery and assessment using effective explicit teaching methods. School-wide student assessment data will be regularly used to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

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.

- Curriculum and effective classroom practice
- Assessment and data skills and use
- Staff professional learning

Resources allocated to this strategic direction

Socio-economic background: \$70,000.00

Summary of progress

A strong focus on collaborative programming conversations where resources and ideas that supported their students learning in literacy and numeracy were shared. The collaborative conversations were effective and teachers stated they were able to use the collaboration sessions to improve student outcomes in literacy and numeracy. Focus areas for these conversations were developed for each term and were based on the areas identified in our school plan and SEF SaS. Program reflection conversation procedures were developed. PL and support for teachers wanting to use online programming will be offered.

The *Agreed Practices in English* processes were developed aligned to the Effective Reading Guides to support high expectations of student achievement in classrooms from P -6. Consistent school wide procedures and practices supporting the development of reading through well differentiated reading and comprehension strategies, as well as writing through the writing process have been developed. Additional information relating literacy practices to the Early Years Framework Curriculum was included to align with each English outcome and literacy progression.

K-6 staff participated in PL for building robust vocabulary and implemented into classroom practice.

Explicit teaching of spelling lessons were modeled on several occasions throughout the term, each time demonstrating different techniques and strategies.

Reciprocal Reading has been modeled and implemented in Stage 2 classrooms with a strong focus on vocabulary, inferential comprehension and incorporating research and STEAM. Teachers worked with ILs to develop their own lessons and supported the implementation in classrooms.

K-6 staff and SLSOs participated in PL on Rich Maths Tasks, increasing understanding about what these tasks look like in classrooms, strategies required to deliver them, and the purpose behind them. A new Stage 1 maths program was developed and is being implemented in all classrooms to align with new pedagogy in numeracy. The program includes a very strong focus on rich and challenging tasks. This provides more opportunities for students to problem-solve by themselves through exploration, and to come together with their peers to make generalisations about key ideas. The program also includes high-quality games to consolidate skills and deepen their understanding. Number Talks and Number Sense routines also remain part of the program. Teachers have become more confident practising new techniques to deliver the program.

Agreed Practices in Mathematics have been developed and revised by using the principles of best practice to support high expectations of student achievement in classrooms from P - 6. The purpose is to provide our students with opportunities to explain their reasoning, develop generalisations about mathematical concepts and deepen their understanding about the 'big ideas' in mathematics. The revised practices allow for children to reach their potential by supporting the development of mathematical mindsets and ensuring that all students are given opportunities to actively participate in number talks and engage in rich and challenging tasks. Rich and challenging maths tasks were modeled in Stage 3 classes as a result of PLC conversations and student need. These will be reviewed to include daily number warm ups (Explicit Instruction model).

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
Top 2 Bands NAPLAN (system-negotiated target): The percentage of students achieving in the Top 2 bands in reading to be trending up towards the system-negotiated lower bound target of 33.61%	There was a decrease of students in the top two bands NAPLAN reading by 11.46.
'Data informs Practice' responses from the Tell Them from Me Teacher Survey will increase by at least 0.2. (Data informs Practice Baseline School 7.0. NSW Govt Norm 7.8).	The Tell from Me Teacher Survey indicated that 'Data informs practice' responses had increased by 0.1. This increased the baseline average to 7.1.
100% of students will be plotted in the numeracy progression under quantifying numbers	All students completed the Interview for Student Reasoning (IfSR) which supported teachers to identify how students students construct their mathematical understandings and helped to tailor teaching more specifically to student needs. This assessment mapped student results directly to the NSW syllabus and National Numeracy Learning Progression.
Increase the percentage of students achieving at or above expected growth in reading by 5%. (Baseline 46.1% of students at or above expected growth in reading)	Students achieving at or above expected growth in reading increased by 11.79%.
The percentage of Aboriginal students achieving in the Top 3 NAPLAN bands in reading and numeracy to be trending up towards the system-negotiated lower bound target of 15.1%	The percentage of Aboriginal students achieving in the top 2 bands for reading and numeracy has well exceeded the system negotiated target of 15.1%. Twenty percent of year 5 students and 31.3% of year 3 students achieved a result in the top 2 bands for reading and numeracy which equated to 4.9% and 16.2% respectively above the lower bound target.
Writing Scores over Time NAPLAN (school-set target): Obtain a school score average in line with SSG trend with data moving positively towards state average in Years 3, 5 and 7.	In 2021, Year 3 Writing Scores over Time remained in line with the average SSSG score. The Year 5 Writing Scores over Time dipped slightly below the average SSSG score and away from the state average.
Spelling Percentage Band Achievement NAPLAN 3-6 (school-set target): Increase the number of students achieving Top 2 bands in spelling by 2%. (Baseline 25.8% - bands over time)	The target to increase the the number of students achieving in the top 2 bands for spelling was met with 29.5% of students achieving this result. This is an increase of 3.77% and above the school set target of 2%. in 2022 will work to maintain this growth and focus on bumping up students in the middle and lower bands.
Expected Growth NAPLAN (system-negotiated target): Increase the percentage of students achieving expected growth in numeracy by at least 3% (Baseline 53.7%)	The expected growth for numeracy targets were not met with 33% of Year 5 students achieving at or above expected growth. Significant intervention will be implemented 2021 to counter the disruptions to learning experienced this year.
Top 2 Bands NAPLAN (system-negotiated target): The percentage of students achieving in the Top 2 bands in numeracy to be trending up towards the system-negotiated lower bound target of 24%	15.3% of Year 5 students achieved the a result in the top 2 bands NAPLAN numeracy. This is a slight dip from 2019. Year 3 students met the system negotiated target of 24% and is trending above other SSSG schools.

Strategic Direction 2: Engagement

Purpose

To improve student learning outcomes, we will develop a collective responsibility for student learning. We will create consistent school wide practices and processes to ensure supports for student learning with high expectations linked to positive student engagement, wellbeing and teaching practices and build effective, engaging learning environments.

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.

- Attendance
- Wellbeing
- Engagement

Resources allocated to this strategic direction

Socio-economic background: \$137,271.00

Summary of progress

Student attendance was monitored by the Learning and support team. The current attendance flowchart was followed by staff. Many families engaged with the school to identify factors that influenced attendance over the year. The Learning and support team and Attendance Deputy Principal offered guidance and advice to support families through a difficult year. Many attendance meetings occurred over the phone. The Community liaison officer was engaged to offer support and services to our families.

The establishment of the Lighthouse- wellbeing hub allowed for an extra level of support for students. The Learning and support teacher engaged with staff and worked alongside classroom teachers to develop and implement strategies into the classroom to target and support students behaviour and learning. Planned group work, resilient and social skills programs, unfortunately could not go ahead. Therefore the Learning and support teachers offered in class supports for students. Professional Learning offered for our Preschool and Kindergarten staff - Self regulation community of practices engaged staff in a staffroom of collaboration with other schools across the state. Staff indicated many factors across the year contributed to an increased need of implementing self regulation strategies with students and would recommend that all staff should engage with the online learning and to develop our own staffroom of collaboration. School wide acknowledgement and celebrations went ahead in different formats this year. Acknowledgement of learning and behaviour in line with school expectations occurred in grade cohorts and a photographer utilised to virtually share our recipients. Our school wide reward system continued in a different format online with the support of our school leaders. Students were surveyed regarding playtime activities and supports. The activities implemented during playtimes allowed student to engage in choice to aid self regulation and responsibility during breaks. These playtime supervised and structured activities showed a decrease in playground incidents and allowed for social skills to be developed. Year 6 staff researched mentor programs and implemented the Lift Program in term 4. The Lift Program aligned well with term 4 expectations and demonstrated engagement from students. A whole school mentor program will be considered next year. The Learning and Support team reviewed and analysed current school procedures. We developed Learning and support procedures and process and presented to staff in Term 3. The procedures and processes align with Department policies, guidelines and documents. The procedures and processes will be reviewed next year.

The school breakfast club continued in many formats over the year. With a high student attendance daily we engaged with external service that support the program. Over the year that support continued with support packages and hampers delivered to families. On return in term 4 breakfast was delivered to classrooms for students, also fresh fruit and sandwiches were readily available. Our Community Engagement Officer worked along side external agencies and support services to engage and support families. We increased the CLO from three days to five on return to onsite learning to support the increased needs of our school community in term 4. Communicating with our families over the year increased in online communication tools. Staff developed 'How to' guides for both parents and staff. The school Seesaw App is our main communication tool with families with all news and information as well as promoting student engagement. Two staff participated in PL in Website development and updated the school website.

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
<p>Improvement in the percentage of students attending >90% of the time to be above the system negotiated baseline target 66.8%.</p> <p>To reduce the number of students with an attendance rate of less than 85%, from 15.9% to 15%.</p>	<p>Students attending >= 90% is 68.4%. 1.6% above the systems negotiated baseline target.</p> <p>Students attending <85% is 18%. 3% above the expected reduction.</p>
<p>All staff participate in Student Behaviour Strategy professional learning.</p> <p>All staff to complete the Positive Behaviour for Learning Self Assessment Survey.</p>	<p>Staff present on our staff meeting professional learning all attended the introduction to the Student Behaviour Strategy.</p> <p>63% of total staff completed the Self Assessment Survey.</p>
<p>Increase the proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging , to be above the system negotiated Wellbeing target baseline of 85.1%, as evident in the TTFM results.</p>	<p>The Tell Them From Me Survey 2021 indicates that Expectation of Success 94%, above the negotiated Wellbeing target baseline of 85.1%.</p> <p>Advocacy 86% , above the negotiated Wellbeing target baseline of 85.1%.</p> <p>Sense of belonging 66% well below the negotiated Wellbeing target baseline of 85.1%.</p>
<p>School assessment in the School Excellence Framework shows improvement from delivering to sustaining and growing in the following- Curriculum (differentiation) and Assessment (Formative assessment and Student engagement).</p>	<p>The School Excellence Framework shows improvement from delivering to sustaining and growing in Curriculum (differentiation) and Assessment (student engagement). Assessment maintained delivering.</p>

Strategic Direction 3: Expertise and Innovation

Purpose

In order to maximise student outcomes we will further develop and refine teaching and assessment strategies in critical and creative thinking. Further to this, teachers will use their knowledge of the Quality Teaching model to enhance their pedagogy and teaching programs.

All staff will be given the opportunity to undertake a continuous cycle of improvement to ensure every student, every teacher and every leader improves every year.

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.

- Expertise
- Pedagogy
- Critical and creative thinking

Resources allocated to this strategic direction

Socio-economic background: \$70,000.00

Summary of progress

All staff were assigned to a professional learning community, in order to be on a continuous cycle of improvement. Assistant Principals were responsible for designing and delivering presentations on Quality Teaching elements at weekly executive meetings. This allowed for quality discussion and feedback before being presented to the whole staff. Assistant Principals then worked with their stages to embed Quality Teaching elements into teaching programs. The Aboriginal Education Officer (AEO) was utilised across the school in Semester 1 to provide in class support and to embed cultural perspectives into lessons and programs delivered. The timetable ensured that community liaison time was prioritised, so families and staff could access and request support and community knowledge. The AEO worked closely with the Assistant Principal/ STEAM coordinator to ensure all STEAM lessons included Aboriginal perspectives. The AEO helped coordinate the Dhinewan culture and mentoring program and supported each stage session. School learning Support Officers were involved in many professional learning opportunities and valued being involved with whole staff PL. Not all staff received professional learning as planned, however, this streamlined approach seems to be valuable, that is that staff have a clear idea of who they fall under and the responsibilities they have. This approach will continue in 2022.

Selected staff were involved in Quality Teaching rounds, in which prior to implementation rated their understanding of the Quality Teaching model as poor. After completing Quality Teaching rounds, all participants indicated that they had a high to excellent understanding and had used the model to improve their daily teaching practices, however, it is difficult to determine the impact that Quality Teaching rounds has had on practice as observations and follow up reflections/meetings between colleagues was unable to go ahead. We will not be continuing with Quality Teaching Rounds, however, we will need to ensure there is time allocated for peer observations/feedback/discussions.

STEAM and Critical Creative Thinking (CCT) are evident across the school. Weekly class STEAM lessons set with STEAM teacher to mentor teaches in the use of CCT in own classrooms was established in years 3-6. Weekly disposition PowerPoints were created for each thinking strategy so dispositions could be explicitly taught in classrooms. Most classroom teachers showed evidence of using the dispositions in their classes, some are still needing further support. A team of leaders worked together to complete a Professional Learning in Critical and Creative thinking. During this time an Action research plan was created. The team broke down the CCT Continuum and developed I CAN statements to represent flexible thinking. Stage 2 and 3 teachers completed STEAM planning days where they worked collaboratively to create a STEAM unit. Due to other PL requirements, many teachers were unable to attend weekly STEAM lessons, therefore the upskilling of staff didn't allow for practical observations and team teaching, and further support will be required for staff to embed CCT dispositions into their class lessons. Moving forward, we would like to work on embedding STEAM and CCT into Early Stage 1 and Stage 2.

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
<p>Maintain or increase all areas of 'Leadership' except the areas currently below 7.0</p> <p>Increase the areas of 'School leaders have helped me establish challenging and visible learning goals for students,' 'School leaders have helped me improve my teaching' and 'School leaders have taken time to observe my teaching.' These areas to improve by a minimum of 0.2.</p>	<p>'School leaders have helped me establish challenging and visible learning goals for students,' is currently 6.5 (6.3 in 2020).</p> <p>'School leaders have helped me improve my teaching' is 7.1 (7.2 in 2020).</p> <p>'School leaders have taken time to observe my teaching.' 6.1 (6.9 in 2020).</p>
<p>'Teachers have given me helpful feedback about my teaching' in the TTFM Teacher survey will be equal to or above 6.9 (currently 6.8)</p>	<p>'Teachers have given me helpful feedback about my teaching' in the 2021 TTFM Teacher survey is at 7.0, an improvement of 0.2 since last year.</p>
<p>'Data informs Practice' responses from the Tell Them from Me Teacher Survey will increase by at least 0.2. (Data informs Practice Baseline School 7.0. NSW Govt Norm 7.8).</p>	<p>'Data informs Practice' responses from the Tell Them from Me Teacher Survey increased by 0.1 (Data informs Practice Baseline School currently sits at 7.1 NSW Govt Norm 7.8).</p>
<p>'School Supports Learning' in the TTFM Parent survey will maintain or improve it's current level of 7.1.</p>	<p>'School Supports Learning' in the TTFM Parent survey improved by 0.2 and currently sits at 7.3 in lign with the NSW Govt Norm.</p>
<p>'Students try hard to succeed in their learning' in the TTFM Student survey will increase by at least 2% (Currently at 80%)</p>	<p>'Students try hard to succeed in their learning' in the TTFM Student survey decreased by 5% from the previous year and is currently at 75%, with the NSW Govt Norm at 88%. Girls averaged out at 77% and boys averaged 76%. Year 4 showed 79%, Year 5 showed 85% and Year 6 showed 62%.</p>
<p>Identified staff participate in CCT PL and begin to implement in their classrooms</p> <p>2 staff participate in QTR PL</p> <p>All teachers participate in a cycle to include areas of the quality teaching model in their programs and assessment</p>	<p>A team of leaders worked together to complete a Professional Learning in Critical and Creative thinking. A prototype was created and trialled in selected classrooms over a two week period. During this time classroom teachers assessed how students' flexible thinking evolved, after explicit instruction using the prototype. Stage 2 and 3 teachers worked collaboratively to create STEAM units, whilst exploring the design process and creating activities to encourage students to think critically and creatively. Results showed a high increase in teacher collaboration. During home learning, disposition language was used for student feedback and was evident in teaching videos. Staff also included opportunities for students to participate in STEAM lessons via whilst working from home, which allowed students opportunities to develop their critical and creative thinking skills. Due to COVID lock down, STEAM lessons were not possible face to face, therefore the upskilling of staff didn't allow for practical observations and team teaching.</p> <p>Prior to implementation of the QTR Rounds for selected staff, all participants rated their understanding of the QTM as poor. After completing QTR, all participants indicated that they had a high to excellent understanding and had used the model to improve their daily teaching practices.</p> <p>All teachers participated in a cycle to include elements of the Quality Teaching model into their programs. Executive staff delivered presentations on 'Explicit Teaching', 'High Expectations' and 'Higher Order Thinking'. Surveys indicate that 100% of staff have a better understanding of 'Explicit Teaching', whilst 95% of staff have a better understanding of 'High Expectations' and 'Higher Order Thinking'. Presentations on 'Deep Knowledge' and 'Deep Understanding' were also delivered to staff. Executive worked with their stages to include Quality Teaching elements into their programs, however due to COVID lock down, executive were unable to observe, code and provide feedback to colleagues as planned.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$312,446.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Toukley Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Students with additional learning needs have been supported with classroom activities, school routines, and other care and management. SLSOs have worked to implement individual education programs devised by teachers in consultation with families and medical professionals, assisting students to develop social skills and self regulation skills, and supporting students to engage successfully in all aspects of schooling.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensuring support staff maintain currency in their training and professional learning needs are identified and met.</p>
<p>Socio-economic background</p> <p>\$857,873.20</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Toukley 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"> • Wellbeing • Curriculum and effective classroom practice • Attendance • Expertise • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staff to reduce class sizes across the school and enable a smaller teacher to student ratio. Whole school plan in place to ensure pedagogy is outstanding • Technology to support low socioeconomic students learning from home, including dongles, data and equipment. • Community Liaison Officer to assist in the development and implementation of support programs for our students and families, support the school to consult with families and the broader community, assist our families to access support services, enhancing understanding on where and how to access support, facilitate community involvement in all aspects of student wellbeing and promote the school and link with programs through liaison with community. • SLSOs additional to support Kindergarten literacy/numeracy programs, supplement IFS on a needs basis and to support unfunded students. • DP P-2 in order to effectively manage the large numbers of staff, students, families and community. Increases capacity to lead teaching and learning, lead improvement, innovation and change, engage and work with the community and to lead and manage the school. • Establish the 'Lighthouse', a wellbeing hub for students to access <p>The allocation of this funding has resulted in: Teaching and Learning Programs Collaborative conversations were held with teachers in their stage where</p>

Socio-economic background

\$857,873.20

they shared their programs and the APS completed the program checklists during this time. Teachers were able to share resources and ideas that supported their students learning in literacy and numeracy. The collaborative conversations were effective with 100% of teachers indicating the preferred this style of collaboration and 100% of teachers started they were able to use the collaboration sessions to improve student outcomes in literacy and numeracy. Focus areas for these conversations were developed for each term and were based on the areas identified in our school plan and SEF SaS. The 'Agreed Practices in English 2021' was developed by using the principles of best practice to support high expectations of student achievement in classrooms from P -6. The aim is for children to reach their potential by supporting the development of reading, through well differentiated reading and comprehension strategies, as well as writing through the writing process in a consistent school wide process. Additional information relating literacy practices to the Early Years Framework Curriculum was included to align with each English outcome and literacy progression.

The Sounds, Words, Aboriginal Language and Yarning (SWAY) intervention package has targeted the development of children's oral language and early literacy skills. The intervention package has a strong focus on professional development and mentoring. It aims to build the knowledge and capacity of teachers, educators, SLSOs and AEOs. Two preschool educators attended an initial 3-day block of training to support correct implementation of the program within the classroom. Ongoing mentoring is provided via the COVID interface over the course of the year. The SWAY training course is NESA accredited (13 PL hours).

Numeracy

K-6 staff and SLSO's participated in PL on Rich Maths Tasks on the School Development Day in Term 1. This provided more understanding about what these tasks 'look like' in classrooms, strategies required to deliver them, and the purpose behind them. The new Stage 1 maths program was developed and is being implemented in all classrooms to align with new pedagogy in numeracy. The program includes a very strong focus on rich and challenging tasks. This provides more opportunities for students to problem-solve by themselves through exploration, and to come together with their peers to make generalisations about key ideas. The program also includes high-quality games to consolidate skills and deepen their understanding. Number Talks and Number Sense routines also remain part of the program. Teachers have become more confident practising new techniques to deliver the program. There has been robust discussion among the teachers about the best ways to deliver the lessons, and feedback so far has been very positive. A few rich maths tasks have been trialled by two Year 3 teachers using explicit lessons. Feedback was positive for those they attempted. They also noticed that some of the tasks designed for Stage 1 were just as challenging for Year 3 students which shows how many of the tasks can be adapted for all stages. Some rich tasks have been planned and co-taught in Stage 3 classrooms.

Reading

K-6 staff participated in Part 1 of PL for building robust vocabulary. This was based on the research of Beck, McKeown & Kucan, and is referenced in all current pedagogy in literacy. Part 1 involved recognising the difference between Tier 1, 2 and 3 words, and the importance of Tier 2 words in a child's vocabulary. Teachers then selected Tier 2 words from quality texts. Part 2 of the PL is yet to take place, due to time constraints. However, Part 2 is essential for teachers if they are to create effective vocabulary tasks using a variety of formative assessment techniques, so that students can build a robust and sustainable vocabulary. Reciprocal Reading has been modeled and implemented in Stage 2 classrooms with a strong focus on vocabulary, inferential comprehension and incorporating research and STEAM. Teachers were provided with opportunities to work with the IL to develop their own lessons and provided support to implement in their classrooms.

Spelling and Phonics

Explicit teaching of 'Letters and Sounds' lessons were modelled for new teachers on Early Stage 1 and Stage 1. Each of the three new Stage 1 teachers were provided with modelled lessons over the course of one week to observe the process. The new Early Stage 1 teacher observed a variety of modelled lessons on several occasions throughout the term, each time

<p>Socio-economic background</p> <p>\$857,873.20</p>	<p>demonstrating different techniques and strategies to implement the program.</p> <p>After evaluation, the next steps to support our students with this funding will be: Program checklists to be revised and provided to teachers to self assess. Focus on specific areas already developed for program conversations. PL and support for teachers wanting to use online programming to be set up. Assessments needed for literacy and numeracy to ensure consistency and allow for CTJ across the school/stage/grades.</p>
<p>Aboriginal background</p> <p>\$223,364.38</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Toukley 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 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"> • Assistant Principal Higher Duties - Preschool Teacher • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in: Effective relationships between Aboriginal students, Aboriginal parents, the Aboriginal community and school staff. Improved outcomes for students Preschool - Year 6. Needs based LaST intervention for Aboriginal students in literacy and/or numeracy, including both high performing students and students who are in need of extra assistance.</p> <p>After evaluation, the next steps to support our students with this funding will be: AP Preschool will be allocated separately to the teacher educator role to mentor Kooloora staff in particular on all aspect of early childhood education including service provision, legislative requirements and curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$240,448.55</p>	<p>Low level adjustment for disability equity loading provides support for students at Toukley 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Learning and Support teachers providing direct support for students with additional learning and support needs through a range of strategies including the areas of social integration, language and communication,</p>

<p>Low level adjustment for disability</p> <p>\$240,448.55</p>	<p>literacy, numeracy and behaviour. The Learning and support teachers have planned, implemented, modeled, monitored and evaluated personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer. They have provided professional specialist advice, support and mentoring to classroom teachers on how best to cater for the diverse learning needs in their classrooms, and advice and assistance about students with additional learning needs to the school's learning and support team. SLSOs have supported students in mainstream classes who have additional learning and support needs without a formal diagnosis of disability.</p> <p>After evaluation, the next steps to support our students with this funding will be: Developing the systems to support equity of access to learning and support teacher caseload and tiered interventions and support.</p>
<p>Literacy and numeracy</p> <p>\$15,285.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Toukley 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional Learning and support teacher to supplement the COVID ILSP program. <p>The allocation of this funding has resulted in: See COVID ILSP section</p> <p>After evaluation, the next steps to support our students with this funding will be: See COVID ILSP section</p>
<p>Early Action for Success (EAfS)</p> <p>\$274,420.80</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Toukley Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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 initiative funding include:</p> <ul style="list-style-type: none"> • Instructional leadership to improve learning outcomes for K-2 students in literacy and numeracy as detailed in Strategic Direction 1 Student Growth and Attainment. <p>The allocation of this funding has resulted in: Detailed in Strategic Direction 1</p> <p>After evaluation, the next steps to support our students with this funding will be: Detailed in Strategic Direction 1</p>
<p>QTSS release</p> <p>\$113,463.42</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Toukley Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>QTSS release</p> <p>\$113,463.42</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, with a STEAM and critical and creative thinking focus. <p>The allocation of this funding has resulted in: See Strategic Direction 1 - critical and creative thinking</p> <p>After evaluation, the next steps to support our students with this funding will be: See Strategic Direction 1 - critical and creative thinking</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 Toukley 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional Learning and support teacher to supplement the COVID ILSP program. <p>The allocation of this funding has resulted in: See COVID ILSP</p> <p>After evaluation, the next steps to support our students with this funding will be: See COVID ILSP</p>
<p>COVID ILSP</p> <p>\$384,974.25</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"> • releasing staff to analyse school and student data to PLAN 2 and monitor student progress • employing staff to provide online tuition to student groups in literacy/numeracy • employment of teachers/educators to deliver small group tuition • leading/providing professional learning for COVID educators • employing/releasing staff to coordinate Tournament of Minds • employing/releasing teaching staff to support the administration of MiniLit and Macqulit <p>The allocation of this funding has resulted in: Analysis of the Check-in assessment from Term 2 to Term 4 COVID ILSP student groups indicated a slight decline in student results in Reading and Numeracy for Year 4 and Year 6 students. While Year 3 and Year 6 COVID ILSP groups were below state in Reading and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Strengthening school bases assessments to support and drive intervention and differentiated classroom programs - Further support to counter the interruption in student learning will continue

<p>COVID ILSP</p> <p>\$384,974.25</p>	<p>into 2022.</p>
<p>English language proficiency</p> <p>\$24,744.27</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Toukley Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: Supported English language acquisition and development for targeted students. Proficiency identified, supported and reported to parents. Successful transitions to school for newly arrived students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff professional learning on English language proficiency to ensure effective strategies in whole class settings.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	286	293	304	304
Girls	265	250	242	226

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93	92.9	95	89.8
1	93.4	91	95.2	88.5
2	91.3	92.1	94.5	91.2
3	91.3	91.3	94	89.2
4	92	90.6	94.8	89.4
5	89.7	91.5	94.2	89.5
6	89.3	89.7	95.4	88.6
All Years	91.4	91.3	94.7	89.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	23.03
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Administration and Support Staff	9.16

*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	1,327,113
Revenue	7,684,172
Appropriation	7,594,731
Sale of Goods and Services	7,903
Grants and contributions	80,295
Investment income	444
Other revenue	800
Expenses	-7,924,103
Employee related	-6,819,596
Operating expenses	-1,104,507
Surplus / deficit for the year	-239,930
Closing Balance	1,087,183

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	312,446
Equity Total	1,346,428
Equity - Aboriginal	223,364
Equity - Socio-economic	857,871
Equity - Language	24,744
Equity - Disability	240,449
Base Total	4,371,225
Base - Per Capita	141,303
Base - Location	0
Base - Other	4,229,922
Other Total	847,661
Grand Total	6,877,761

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

The Term 4 Tell them From Me survey was completed by Year 4, 5 and 6 students, parents and teaching staff.

Parents rated the school at levels above the state norms in the areas of inclusivity (7.6 school, 6.7 state), safety (7.5 school, 7.4 state), positive behaviour (8.0 school, 7.7 state), parents support learning at home (7.4 school, 6.3 state), parents are informed (7.5 school, 6.6 state) and parents are welcome (7.9 school, 7.4 state). The school supports learning aspect was equal to state norms (7.3).

Students have reported a decline in many aspects of school life that have been impacted by learning from home. Their positive sense of belonging, advocacy, expectations for success, positive teacher/student relationships and interest and motivation have declined and we will be working hard to reinstate the positive experiences and reconnect positive relationships. All aspects of the student survey were below state norms.

Teacher responses to the survey have remained steady with many areas for improvement covered in the school plan, including data informs practice (7.1 school, 7.8 state), teaching strategies (7.6 school, 7.9 state), challenging, visible goals (7.2 school 7.5 state, quality feedback (7.0 school, 7.3 state) and learning culture (7.7 school, 8.0 state). Leadership, overcoming obstacles to learning, collaboration, planned learning opportunities and inclusivity rated at or .1 below state norms, while parental involvement rated 7.1 from the perspective of teachers (state 6.8).

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.