

2021 Annual Report

Tuggerah Public School



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Introduction

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

Tuggerah Public School
1 Pacific Hwy
Tuggerah, 2259
<https://tuggerah-p.schools.nsw.gov.au>
tuggerah-p.school@det.nsw.edu.au
4352 1116

Message from the principal

It is with pleasure that I present my first Annual Report as Principal of Tuggerah Public School. I feel privileged and honoured to lead this wonderful school. Thanks must go to Mrs Cheryl Walker who relieved as Principal for the first half of 2021 and I must acknowledge what a wonderful job she did leading the school.

Tuggerah Public School is a vibrant learning community where students are challenged and participate in a wide variety of extra curricula activities and wellbeing initiatives. The students at Tuggerah Public School are at the centre of everything we do and we aim to give students every opportunity to grow and succeed, academically, socially and emotionally to be the best they can be.

I wish to acknowledge all students, staff, parents and our school's P & C. We work together to achieve the best outcomes for the students in our care.

Sharlene Percival

Proud Principal of Tuggerah Public School

School vision

Tuggerah Public School is committed to providing a quality learning environment that fosters respectful and successful learners, confident and creative individuals and responsible and informed global citizens.

School context

Tuggerah Public School was established in 1892 and has a long and rich heritage. Development of housing estates from the 1990s resulted in rapid enrolment growth and the construction of new facilities in 2000.

The school pays respect and acknowledges that it is on Darkinjung land. Tuggerah Public School is a member of the Wyong Local Management Group and the Darkinjung Aboriginal Education Consultative Group (AECG) and actively engages with the local community to promote education, cultural awareness and student wellbeing for its students.

The school provides an inclusive curriculum catering for varied learning styles and abilities. There are currently 16 classes operating K-6 with 10% of students acknowledging Aboriginality, 18% of students as Language Background Other Than English, 11% English as a Second Language and 35% of students having a diagnosed or undiagnosed disability according to the National Consistent Collection of Data (NCCD). The growing multicultural demographic is supported through weekly ESL support and targeted support is provided to Aboriginal students as well as an inspirational Learning and Support Team and differentiated initiatives to support our students with additional needs.

Tuggerah Public School is a KidsMatter school and this entails a flexible, whole school approach to improving students' mental health and wellbeing.

Key Initiatives at Tuggerah Public School include: K-1 Phonemic Awareness and the new K -2 English & mathematics curriculum, Initiallit, Smart Spelling, Focus on Reading, Advancement Via Individual Determination (AVID), Premiers Reading Challenge, Clubs, University Competitions (ICAS), Premier's Spelling Bee, Children's University in Partnership with Newcastle University, Advanced Technologies, Djembe Drumming, Boys and Girls Dance Troupes, Choirs, Drama and Debating, Enrichment classes, targeted interventions such as Minilit, Macqlit and Quicksmart.

Through our Situational Analysis we have identified a need to use data driven practices that ensure that all students have access to point of need and engagement of learning. Further work will need to occur with the enriched use of data to inform planning, teaching and learning. Through the NAPLAN and internal data gap analysis the target areas of Numeracy, Reading and Writing will be a focus.

To develop a high expectations and student voice culture, learning activities require a dynamic and personalised approach with student feedback, collaborative development of learning between student and teacher and a real focus on explicit teaching culminating in higher order demonstration of knowledge, skills and abilities.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in Literacy and Numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence informed strategies and embedded evaluative practice.

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.

- Literacy and numeracy pedagogical practice
- Data driven practices

Resources allocated to this strategic direction

Socio-economic background: \$70,906.00

Literacy and numeracy: \$12,600.00

Aboriginal background: \$11,500.00

Professional learning: \$27,906.00

Summary of progress

Literacy and Numeracy Pedagogical Practice

Engagement in the literacy and numeracy progressions professional learning was impacted by COVID 19 in 2021.

Teachers have always used summative student assessment data to drive their teaching practice. However they are now using various methods of formative student assessment data to reflect on their teaching practices and provide individual feedback and individualised student differentiation to improve student outcomes. This was impacted by COVID 19 in the Learning from Home period. Initial training of teachers and support staff was completed and the purchase of resources required to support the program was finalised, enabling the facilitation of phonics instruction to improve student learning.

In 2022 we plan to engage in professional learning around the new K - 2 English and Mathematics Syllabus which incorporates using PLAN to plot and monitor student progress. Maths Seeds will be used in 2022 to compliment Reading Eggs in K - 3 to ensure that learning was personalised in preparation for future remote learning.

Data Driven Practices

Student writing work samples were collected and marked against a school wide marking criteria to ensure processes were in place for consistent evidence based judgments were made and evidence based moderation of assessment. Learning walks and observations did not occur.

In 2022 we plan to develop teachers capacity in data literacy using the expertise of the Assistant Principal, Curriculum & Instruction to drive online data systems throughout the school to enable executive and teachers to discuss and reflect on data to improve teaching practice and student learning outcomes. A review of whole school assessment and data will be conducted. Learning walks and observations will occur on a regular basis in 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students by 3% achieving at the top 2 bands in NAPLAN reading to be above the system negotiated baseline target of 35.4%. Increase the percentage of students by	<ul style="list-style-type: none">• The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading was exceptional with an uplift of 20.4% to is 53.8% and has well exceeded the target.• The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 48.3% with an uplift of 20.5% and this also well exceeded the negotiated target.

<p>2% achieving at the top 2 bands in NAPLAN numeracy to be above the system negotiated baseline target of 27.8%.</p>	
<p>Increase the percentage of students by 3% achieving expected growth in NAPLAN reading to be above the system negotiated baseline target of 65.7%.</p> <p>Increase the percentage of students by 3% achieving expected growth in NAPLAN numeracy to be above the system negotiated baseline target of 54.7%.</p>	<ul style="list-style-type: none"> • Year 5 students demonstrated uplift of 7.98 % NAPLAN Reading growth from 65.7 % to 73.7%, well above the 3% target set. • Year 5 students demonstrated an uplift of 7.8 % NAPLAN Numeracy growth from 54.7 % to 62.5%, well above the 3% target set.
<p>Building teacher capacity in the delivery of quality reading and comprehension instruction and numeracy to be measured by PAT.</p>	<ul style="list-style-type: none"> • PAT results indicate that teacher capacity has improved as demonstrated in student reading results. In Reading Year 3 cohort demonstrated an uplift of 16% in the top 3 stanines. Looking at this more closely, 1 student achieved stanine 9 and 8 students achieved stanine 8 as compared with only 3 students in 2020. However we had no movement in the bottom 3 stanines. We moved 7 students to Stanine 3 as compared to only. This definitely indicates students are moving in the right direction. • In PAT Maths, we had an uplift of 6% in the top 3 stanines with 3 students in stanine 9 compared with only 1 student in 2020 in the bottom 3 stanines. Our students were heavily impacted by Covid Learning from Home, with 8% downward movement into the bottom 3 stanines. This is mostly likely due to the testing taking place shortly after the return to on site learning. • This was achieved through systematic professional learning in Initial Lit, explicit teaching of comprehension strategies identified through PAT and CHECK IN assessments, LitPro monitoring and class fluency programs.
<p>Building teacher capacity in the delivery of quality phonics and phonemic awareness instruction.</p>	<p>Due to COVID 19, teachers participated in online DoE professional learning to improve and gain a deeper knowledge of phonics. Teachers and support staff also trained in Initial Lit to build competency in the teaching of phonics and phonemic awareness and awareness was raised re the tracking of students on PLAN 2. Utilising the data of Year 1 students on the Phonics Screening Check in 2020 as compared to 2021 - significant improvement in all 6 elements, ranging from an 8% upward shift to a 58% upward trajectory. This was due to a more explicit phonic instruction approach and utilising the COVID ILSP interventions.</p>
<p>Collection of evidence and data is regularly used schoolwide to identify student achievement and progress in order to reflect on teaching effectiveness and inform future school directions.</p>	<p>Teachers are collecting data regularly to reflect on student achievement. This is evidenced in teacher's assessment books, collegial discussions and collaboration in stage meetings facilitated by Assistant Principals. At a stage base level, teachers identified micro learning focuses based on Check In and NAPLAN data. Collection of data is at stage base level and we have identified a need for whole school assessment and data review. Due to COVID 19 this was somewhat disrupted however will be a focus in 2022.</p>

Purpose

In order to cultivate a high expectations and continuous improvement culture we will develop curriculum, reporting, assessment and engagement with a focus on innovation and improvement to ensure that every student is a creative, connected and engaged learner with a growth mindset that can improve students' achievement over time.

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.

- Engagement
- High expectations

Resources allocated to this strategic direction

Socio-economic background: \$63,400.00

Professional learning: \$500.00

Summary of progress

Engagement

Our focus for 2021 was to improve engagement of students. Student attendance was a key focus with the school and community working together to improve attendance and in turn engagement. Targeted communication through the school's newsletter and social media with families throughout 2021 was a focus. Rewards for attendance were given and this has had a positive outcome for our students. STEM activities were facilitated across classes to assist in improving student engagement. Student interest clubs were planned for a 10 week cycle however only 6 weeks could be completed and during the shortened program there was high interest and engagement from students, teachers and community. This culminated in a showcase of Clubs for the executive Director, Tim McCullum. and only a couple of weeks of Clubs due to challenges that presented in 2021. This impacted on planned initiatives in student engagement. These activities did occur however there was a direct impact on STEM opportunities

In 2022 we plan on continuing with targetted communication to parents about attendance and rewarding student positive attendance. STEM opportunities will continue to be embedded for students across the school. Student Interest Clubs will be reintroduced for students Kindergarten to Year 6, for 6 weeks over Terms 3 and 4. We will continue to reward 100% attendance by continuing the barrel draws each week, letters will be sent home for below 85% attendance and students will be rewarded each semester with certificates where attendance is above 90%. Attendance stickers will be placed on Student Progress Reports each semester for good (85 - 90%) attendance and excellent (90 - 95%) attendance.

High Expectations

In the high expectation initiative teachers promoted high expectations within their classrooms, provided individualised feedback, ensured a differentiated curriculum and clear expectations of student success was provided. Data was used to facilitate differentiation within the classrooms to teach all students at point of need, including opportunities to foster extension and challenging activities for students. High expectations of attendance was promoted by the school executive and classroom teachers throughout 2021 however COVID 19 had an impact on this initiative. The continuation of the 2 enrichment classes at Tuggerah Public School has seen good results in attendance, engagement, well being and academic outcomes. Data shows that most students in these classes are working well above their chronological age in the areas of English and Mathematics.

In 2022 we plan to continue professional learning for teachers to ensure differentiation is embedded in teacher practice. The new K - 2 curriculum will have a direct impact on this as professional learning is targeted with data informed practice. High expectations of attendance will be continued and the strategies that were implemented in 2021 will be maintained. We will be purchasing Sentral in 2021 to ensure that our attendance data is accurate. The new Inclusive, Engaging, Respectful Schools strategy will be implemented and the school's policies and practices will be reviewed to ensure compliance and high expectations.

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>Increase the percentage by 3% of students with an attendance rate of 90% or above.</p>	<p>Target was not reached as there was a drop of 5.6% from 74.03% of students attending 90% to 68.46%</p> <p>This was primarily due to significant difficulties with the collection from a third party provider which resulted in the inaccurate collection of attendance data, (students attending partially being included in whole day non attendance), missing information and Covid19 impact.</p> <p>However, Semester 2 data in 2021 compares favourably to Semester 2 data 2020, with an uplift from 60.9% to 89.1%</p>
<p>Collection of evidence and data utilised schoolwide to identify the number of STEM Technology opportunities for students and the upskilling of teacher capabilities from a 2018 baseline where all staff were not confident or competent within the area of STEM based technology.</p>	<p>Due to the impact of COVID 19 this improvement measure was significantly impacted. However, staff and students (Stages 2 & 3) were exposed to building a Robot using Dash from the T4L STEM initiative. Those involved learnt how to build a code using code stacks, then used the code to make the DASH move. - Visual Programming.</p> <p>Stage 2 & 3 students demonstrated significant increased confidence while coding, transferring their knowledge to a range of programs, including Lego and MakeCode.</p> <p>Stage 3 staff have experimented with One Note for digital programming with STEM teacher support, sharing knowledge and ideas on layout, features, and various applications. Stage 2 & 3 teachers will build on their previous experience by implementing OneNote in 2022.</p>
<p>Collection of evidence and data is regularly used schoolwide to identify student achievement and progress in order to reflect on teaching effectiveness and inform future school directions.</p>	<p>Teachers are regularly collecting data and are using this to inform their teaching practice. Evidenced in assessment markbooks and teaching/learning programs. Impromation data re behaviour referrals and attendance is monitored and changes made continually to improve practice. Learning support data is regularly reviewed and PLSPs are inclusive and continually monitored and reviewed. Enrichment classes are having apositive</p>

Strategic Direction 3: Amplifying student voice in positive environments

Purpose

Students will actively participate in decision-making on things that shape their educational experiences resulting in the following: increased engagement in learning, increased competence in personal and social capabilities, the development of a positive environment and culture, increased likelihood of positive connections and a sense of belonging and students and teachers effectively collaborating to design solutions together.

Initiatives

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

- Wellbeing
- Student Voice

Resources allocated to this strategic direction

Socio-economic background: \$15,000.00

Aboriginal background: \$29,500.00

Summary of progress

Wellbeing

A strategic and embedded approach to wellbeing was the focus of this initiative.. During the COVID 19, Learning from Home period, teaching and non teaching staff made contact weekly with students and families to ensure all family members were active in their learning, safe and felt a sense of connection to Tuggerah Public School. The Student Well-being Officer delivered programs to support students and families including Seasons for Growth, Interrelate, anxiety and social skills programs. Wellbeing programs such as Cool Connections and Top Blokes were completed by students. CAMHS professional learning was delivered to the learning community of schools to support students and families in crisis.

In 2022 we will run the Dhinewan mentoring program for all students K - 6 as well as a targetted program for our Aboriginal students in culture and leadership.

Student Voice

Due to COVID 19 there were not as many opportunities for student voice. Student Parliament continued when students returned to school. Due to restrictions in Semester 1, students led virtual assemblies to engage all students and families and this continued in Semester 2. In 2021 Year 5 students designed the Year 6 shirt for 2022 and was voted on by students.

In 2022 peer mediation will be implemented involving the training of students and staff. Students will be given the opportunity to name the canteen and design artworks so that Tuggerah Public School have their own indigenous artwork to display on signage, letterhead and when needed.

Students will be given the voice on many other initiatives within the school, including Student Parliament, Clubs

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
An increase from 83.9% to 85.9% of students reporting Expectations for Success, Advocacy and Sense of Belonging at school as measured from the TTFM.	<ul style="list-style-type: none">• Wellbeing Baseline of 83.90 has decreased to 80.08 for student wellbeing overall in SCOUT. However data has not rolled over currently.• Tell Them From Me data indicated that Sense of Belonging was lower than NSW norm with 71 % compared to 81%, although this was an improvement of 7% on previous measure.• Advocacy increased from 7.6 to 8.0 as compared with 7.7 for state. Expectations for Success was 8.6 as compared with 8.7 for state.

<p>Survey of students baseline data gathered and 21% of students felt they often had a say in where, who and how they learn.</p>	<p>Student voice survey indicated that 69.65% often felt their classroom / school was a supportive environment which allowed for student voice, participation and collaboration. This increased to 83.9% at the end of 2021.</p> <p>TTFM data indicates that Students feel they have a say in what, where and how they learn an uplift of 10% from previous data</p>
<p>Professional learning for staff.</p> <p>Baseline data gathered for students ability to negotiate and resolve conflict indicated 20% were at stage appropriate targets as set by the personal and social capabilities continuum.</p>	<p>Social capabilities continuum data was collected and data indicated that :</p> <p>73% of Stage 1, 29% of Stage 2 and 30% of Stage 3 were at expected typical levels in their ability to negotiate and resolve conflict. (baseline data)</p> <p>TTFM data indicated 80% of students knew where to go to get help if needed. 86% of students felt resilient enough to pursue goals to completion when faced with obstacles.</p>
<p>Staff, student and parent checklists of elements required in to meet criteria to 80%.</p>	<p>Staff evaluation indicates that we are maintaining the level of excelling in the School Excellence Framework in the elements of Wellbeing and Learning Culture (SEF)</p> <p>TTFM indicated that our percentage of 97% of students had positive behaviour at school which is 14% higher than the NSW govt norm and students impacted bullying improved from ^% to 15 % better than state..</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$440,914.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tuggerah 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 • staffing release for targeted professional learning around Trauma Informed Practice • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of PLSPs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students. <p>The allocation of this funding has resulted in: Achievement of inclusive, individualised and engaged outcomes for a significant number of students with special needs. High level feedback from school community and educational community in regards to collaborative practices. Data needed</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to build capacity in our SLSOs and support staff to provide intervention programs such as Macqlit, targeted behaviour strategies and classroom support.</p>
<p>Socio-economic background</p> <p>\$155,406.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tuggerah 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"> • Literacy and numeracy pedagogical practice • High expectations • Engagement • Wellbeing • Student Voice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through the Initiallit program to support student learning • collaborative planning days to ensure moderation across classes. • supplementation of extra-curricular activities such as student interest Clubs, Top Blokes, Cool Connections, Seasons for Growth and the Worry Woos program. <p>The allocation of this funding has resulted in: Students being supported in variety of ways from social/emotional wellbeing to academic performance. All staff contributed to collaborative planning and moderation activities, ensuring consistent teaching practice and the use of data and assessments to drive student learning. Initialit training was successful for staff and phonics data for Year 1 indicates an 8% decrease in</p>

<p>Socio-economic background</p> <p>\$155,406.00</p>	<p>the lower strand, in the middle strand there was a 13% increase. However, the top strand had a 4% decrease demonstrating supporting low end and extension considerations needed. Wellbeing programs have supported identified students in their social/emotional wellbeing. Staff are reporting that targetted students are more able to self-regulate and manage their emotions to engage in school life more successfully. 100% of students involved in the Cool Connections Program reported that they have made new connections and would use the techniques that they were taught. 50% reported that they would seek help in the future.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue collaborative data and moderation days, building capacity of all staff in the understanding of the K-2 English and Mathematics curriculum. Resources including technology will be purchased to support this.</p>
<p>Aboriginal background</p> <p>\$52,850.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tuggerah 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"> • Literacy and numeracy pedagogical practice • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • engaging Aboriginal staff to facilitate improved community engagement, cultural activities and events including the engagement of students and their families through a Yarn Up • a focus on supporting literacy and numeracy programs <p>The allocation of this funding has resulted in: 20% of Aboriginal families attending the inaugural Yarn Up at Tuggerah Public School. Anecdotal evidence overwhelmingly indicates that the Aboriginal community appreciate the introduction of Yarn Ups to value their voice and the cultural opportunities that are being offered for the children. 54% of Aboriginal students had a family member engage in the PLP process. As demonstrated by Check In assessments our Aboriginal students are performing well within state parameters. Check In % of questions correct data indicates: Year 3 Reading: School 60%, State 63% Year 4 Reading: School 55%, State 59% Year 5 Reading: School 67%, State 63% Year 3 Numeracy: School 67%, State 64% Year 4 Numeracy: School 62%, State 67% Year 5 Numeracy: School 66%, State 61%</p> <p>After evaluation, the next steps to support our students with this funding will be: As this model is successful this will be built upon and continued in 2022.</p>
<p>English language proficiency</p> <p>\$28,770.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tuggerah 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>English language proficiency</p> <p>\$28,770.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: Targeted students supported in classroom and withdrawal, 1 day a week to access the curriculum at their point of need and support classroom teachers in their programming for these students.</p> <p>After evaluation, the next steps to support our students with this funding will be: This program will continue in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$146,775.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Tuggerah 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 <p>The allocation of this funding has resulted in: Identified students being supported by an experienced Learning and Support Leader who coordinates the Learning Support Team, the Learning and Support Teacher, School Learning Support Officers and External Providers. 35% of students at Tuggerah Public School are identified as being registered on the NCCD return and are supported through this funding source. 48% of these students are supported by Quality Differentiated Teaching Practice (QDTP), 43% of students are supported by Supplementary adjustments, 5% of students are supported by Substantial Adjustments and 2% of students are supported by Extensive adjustments.</p> <p>After evaluation, the next steps to support our students with this funding will be: As this program is highly successful this will continue in 2022.</p>
<p>Literacy and numeracy</p> <p>\$14,255.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tuggerah 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"> • Literacy and numeracy pedagogical practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy <p>The allocation of this funding has resulted in: All students being supported, especially in the Learning from Home period with quality online subscriptions such as, Reading Eggs, Lit Pro and Wingaroo. Data indicates that 81.8% of K - 2 students used Reading Eggs regularly and 100% of Years 3 - 6 students used Litpro sometime throughout 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will be dissolved into the Assistant Principal Curriculum &</p>

<p>Literacy and numeracy</p> <p>\$14,255.00</p>	<p>Instruction (APCI) position in 2022.</p>
<p>QTSS release</p> <p>\$85,658.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tuggerah 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 initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Teachers having exposure to a wide range of STEM activities that have built cross curricular knowledge and the implementation to improve student engagement and achievement. This was interrupted in the Learning from Home period.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, a coaching model will be introduced to support teachers in their self reflection and improvement of their practice.</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 Tuggerah 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"> • employment of staff. <p>The allocation of this funding has resulted in: Enabling classroom teachers to have a deep focus on literacy, including reading and numeracy, including additive and multiplicative strategies. Student results indicate: READING K - 2 Reading Benchmark levels. Early Stage 1: 48% Below, 33% At, 17% Above Year 1: 13% Below, 41 % At, 46% Above Year 2: 25% Below, 4% At, 71% Above 3 - 6 Litpro Levels Stage 2: 53% Below, 40% At, 7% Above Stage 3: XX% Below, XX% At, % Above ADDITIVE STRATEGIES Stage 2: 22% Below, 18% At, 59% Above Stage 3: % Below, % At, % Above MULTIPLICATIVE Stage 2: 45% Below, 25% At, 33% Above Stage 3: % Below, % At, % Above</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will be dissolved into the Assistant Principal Curriculum & Instruction (APCI) position in 2022.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

\$200,599.61

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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- • Employment of educators to deliver small group tuition
- Providing targeted, explicit instruction for student groups in literacy and numeracy.
- Development of resources and planning of small group tuition.
- Development of resources for use across whole Stage groups.

The allocation of this funding has resulted in:

1. Improvement in Term 2 Check-in data results;
 - 19.75% improvement across all of Stage 3 for literacy.
 - 17.2% improvement (Number & Algebra) and 12.8% (Statistics and Probability) across all of Stage 3 for numeracy.
 - 18.6% improvement (Measurement & Geometry) and 11.1% (Statistics & Probability) across all of Stage 2 for numeracy.
2. Increase of 15.9% in Phonics Screening Check for Year 1 students becoming increasingly proficient at using letter-sound relationships and visual knowledge as code-breaking skills.
3. COVID support students showed increased confidence and participation in all other key learning areas.

After evaluation, the next steps to support our students with this funding will be:

Continue with the above programs as evidence shows that there is significant positive impact on student growth in literacy and numeracy. Data is being better utilised to inform point of need teaching and the production of resources as reflected from whole school monitoring.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	272	247	221	192
Girls	231	229	229	232

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.2	94.3	94.9	92.6
1	92.5	93.8	93.9	93.3
2	93.4	93.5	95.8	92.6
3	92	93.8	93.5	94
4	92.4	93.4	94.6	91.1
5	92.1	94.1	92.6	93.1
6	93.3	93.9	92.7	89
All Years	92.8	93.8	93.9	92.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.18
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	3.62

*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	1,021,458
Revenue	4,508,867
Appropriation	4,406,370
Sale of Goods and Services	26,353
Grants and contributions	75,760
Investment income	383
Expenses	-4,423,607
Employee related	-3,865,453
Operating expenses	-558,154
Surplus / deficit for the year	85,260
Closing Balance	1,106,718

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	426,828
Equity Total	376,096
Equity - Aboriginal	47,862
Equity - Socio-economic	152,688
Equity - Language	28,770
Equity - Disability	146,775
Base Total	3,056,442
Base - Per Capita	110,933
Base - Location	0
Base - Other	2,945,510
Other Total	257,714
Grand Total	4,117,080

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

Parent Survey

Parents were surveyed using the Tell Them From Me Platform. The results are as follows:

- Parents fare informed - School 7.0 compared to State at 6.6
- School supports positive behaviour - School 7.9 compared to State 7.7
- Safety at School - School 7.4 the same as State
- Inclusive School - School 6.9 compared to State 6.7

Student Survey

Students were surveyed using the Tell Them From Me Platform. The results are as follows:

In the area of Wellbeing.

- Students sense of belonging although below State at the beginning of the year improved from 64 to 71 throughout the year.
- Positive behaviour was above State at 97 compared to State at 83 .
- Advocacy was also above State at 8.0 compared to State 7.7
- Only 21% of students reported to being victims of bullying compared to 36% of State.

Teacher Survey

Teachers were surveyed using the Tell Them From Me Platform. The results are as follows:

- Collaboration among staff was reported to be 8.0 compared to 7.8 at State
- Teachers reported the use of technology in teaching and learning was at 7.1 compared to 6.7 at State.

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.