

2021 Annual Report

Tuggerawong Public School



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Introduction

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

Tuggerawong Public School is deeply committed to achieving educational excellence in a respectful, inclusive, high expectation environment where every student feels empowered to connect, succeed and thrive.

School context

Tuggerawong Public School is a small primary school of 9 classes located in Tuggerawong, a lakeside suburb of Wyong. Currently, the school has an enrolment of 214 of students with 12% identifying as Aboriginal.

Tuggerawong Public School has a Family Occupation and Education Index (FOEI) of 121 which ensures it receives significant funding to overcome any socio-economic disadvantage students may experience. The community expresses high expectations for their children with the majority of parents indicating a desire for them to complete Year 12 and seek tertiary education. The two main consultative bodies the school connects with are the highly active and supportive Parents and Citizen Association (P&C) and the local Aboriginal Education Consultative Group *Ngara AECG*. The school is deeply committed to working with the community through authentic consultative processes.

The school has a proud culture of excellence in a variety of extra-curricular activities, consistently having both a strong representation in PSSA teams, Debating, Public Speaking, the Central Coast Dance Festival and the Ngara Choir.

Through strong learning alliances within the Central Coast Principal Network and Wadalba Schools Learning Community, students are offered a variety of extracurricular and transition activities. These alliances not only provide our students with the opportunity to participate in accelerated learning activities and build connections with students from outside the school, but also encourages a community of educators who are able to share, and subsequently build, their knowledge and expertise.

In 2020, we undertook a deep situational analysis which has led to the three strategic directions of Student Growth and Attainment, Explicit Systems and Continuous Improvement Culture and Collaborative Practices and Shared Expectations.

Strategic Direction One focusses on engaging in and implementing evidence based teaching practices, and further developing data driven practices to drive differentiated quality instruction to students, particularly in the areas of Reading and Numeracy. Strategic Direction Two concentrates on building a high expectation school and positive school community, by developing explicit systems and opportunities for teachers to collaborate effectively. In Strategic Direction Three, the focus will be on the provision of personalised support for student learning and wellbeing and building strong partnerships between families, students and teachers, to create a shared vision of academic success for every student.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for success, school leaders and teachers will further develop and refine teaching practices that are responsive to the learning needs of all students.

Initiatives

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

- Data Informed Teaching
- Evidence Based Teaching Practices
- High Potential and Gifted Education (HPaGE)

Resources allocated to this strategic direction

Socio-economic background: \$94,499.94

QTSS release: \$44,735.00

Summary of progress

Aligning information gathered from our situational analysis with system negotiated and school (developed) improvement measures and targets, high expectations for student achievement and growth in the areas of both reading and numeracy were consistently the focus of teaching and learning. In 2021 teachers were exposed to the various themes, aspects, and practices that are known to enhance the learning outcomes of all with particular focus on the What Works Best document, SEF, and the Quality Teaching Framework. A variety of TPL was developed and run for teachers to assist with the understanding of the scope of research around evidence based teaching practices and how to successfully use student data to drive teaching.

Data Informed Teaching

In 2021 TPS staff continued to refine their skills in the utilization of quality data to inform their teaching. Through a variety of collegial conversations, it was found that to improve efficiency and ease of access to results, data needed to be managed in a centrally located place with priority to the regular updating of information. In order to provide teachers with this, as well as the ability to analyse data longitudinally, a set of electronic databases were developed and shared with all staff. These were broken down by years and also the option of "by student" was provided. Teachers were able to access student information quickly and the visual aspect of these meant that snapshot understandings were able to be made. Further to this, a whole school data wall was created whereby a variety of data was captured, once again, in a visual format, and staff were encouraged to update student results as often as required. This was also done as a whole staff exercise during TPL. Regular data talk sessions were also dedicated to the updating of student results. This process was somewhat disrupted due to COVID and the lock down period in 2021.

Through regular whole staff PL as well as stage group and one-on-one teacher conferencing, teachers improved their understanding of how to utilize captured data, how to access more detailed data and how to triangulate this to develop a clear picture of student understanding and thus drive teaching aimed specifically at student's point of need. Through both 5 weekly timetabled data talk time and regular stage planning time, teachers worked collaboratively to develop a variety of teaching sprints based on SMART goals developed from student data.

2022 areas of focus:

- Refinement of school-wide assessment schedule (and therefore electronic databases / data wall) to reflect changes to reading instruction and data captured in this area.
- Implementation of IfSR assessment in replacement of SENA
- Continuation of collaborative data talk sessions to lead continuous teaching sprint cycles.

Evidence Based Teaching Practices

The use of learning intentions and success criteria in the area of writing continued across the school K - 6. This included the 'At Home Learning' period of time where both hard copy and electronic student learning packages incorporated the use of these. In Term 4 as students returned to on-site learning, teachers reintroduced the practice of jointly constructed criteria and then also began incorporating this practice into all mathematics lessons.

Executive staff were upskilled in the area of effective reading instruction, with particular focus initially on the early years

learning to read key components. A plan for moving forward with an approach focused on the research of effective reading instruction whereby explicit instruction of oral language, phonological awareness and phonics would be embedded into all K - 2 classrooms was developed. The Mathematics scope and sequence was redefined to ensure whole school consistency and allow for improved planning to occur for cross stage classes. Teachers moved to an online shared platform for collaborative planning in the area of Mathematics where resources and pre and post assessments could be accessed.

2022 areas of focus:

- Implementation of decodable readers and phonics-based approach to K - 2 reading
- Continuation of formative assessment practices such as co-constructed Learning intentions and success criteria, with the revisiting and further embedding of feedback and effective questioning techniques into regular classroom practice.
- Implementation of math warm-ups with the view of moving into various areas of literacy also. Investigating the implementation of warm-ups at other school settings through school visits.
- Refinement in the area of reading for years 3 -6, aligning more directly with targeted student areas of need and incorporating explicit teaching practices.
- Years 3-6 move from benchmarking via running records to the use of fluency and comprehension screeners.
- Develop whole school understanding of how lessons are structured to follow the gradual release of responsibility (I do, we do, you do)
- Professional learning in new English and Mathematics syllabus

High Potential and Gifted Education

The first half of 2021 saw the creation of the TPS High Potential and Gifted Education Committee with a variety of staff self-nominating to take part in this PLC, including support staff, executive staff, on-class teaching staff and also "other" staff such as our librarian. The group engaged in various DoE provide TPL and worked to unpack new policy and evidence regarding best practice in this area. A variety of enrichment and extracurricular opportunities were provided for students to maximise talent development. Students were either nominated based on data, or in some cases able to self-nominate, to participate in debating, public speaking, drama groups, visual art groups, STEM groups, writing workshops, dance groups, Stage 2 Math Games and Stage 3 Math Olympiad. Although the 2021 At Home Learning period made the continuation of some groups difficult, teachers worked creatively to provide students with these opportunities in a virtual capacity (for example the Writing Group over Zoom).

2022 areas of focus:

- The use of the High Potential and Gifted EDUCATION Policy Evaluation and Planning Tool to ensure clear objectives and purpose for implemented programs.
- Development of systems and procedures to enable ongoing monitoring and evaluation of programs and practices
- Continue to build both teacher and leadership capacity through engagement in quality research and ongoing PL
- Improve teacher practice within classrooms to ensure provisions are being made and differentiation adjustment strategies are being put in place to support the specific needs of high potential and gifted students. Including through the use of the DoE Differentiation adjustment tool, the Digital Learning Selector (DLS) and the HPGE Professional Learning and Resource Hub.

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>Numeracy:</p> <p>A minimum of 26.43% of students in Year 3 and 5 achieve in the top 2 bands in NAPLAN in Numeracy (from a baseline of 22.4%).</p> <p>Reading:</p> <p>A minimum of 36.66% of students in Year 3 and 5 achieve in the top 2 bands in NAPLAN in Reading (from a baseline of 32.9%).</p> <p>*Aboriginal and Torres Straight Islander</p>	<p>Data indicates 24.64% of students are in the top two skill bands for numeracy which is an increase against baseline data. In reading, 38.89% of students are in the top two skill bands indicating an increase against baseline data.</p> <p>Data indicates 9% and 27.27 of Aboriginal and Torres Straight Islander students are in the top two skill bands for numeracy and reading respectively. 27.27% for reading indicating progress but not achievement of lower bound targets for these students.</p>

<p>students are expected to meet or exceed these targets.</p>	
<p>Numeracy:</p> <p>A minimum of 54.3% of students achieve expected growth in NAPLAN in Numeracy (from baseline 44.6%). Lower bound system negotiated targets.</p> <p>Reading:</p> <p>A minimum of 58.8% of students achieve expected growth in NAPLAN in Reading (from baseline 50.8%). Lower bound system negotiated targets.</p> <p>*Aboriginal and Torres Strait Islander students are expected to meet or exceed these targets.</p>	<p>The proportion of students achieving expected growth in NAPLAN numeracy increased to 53.33% in numeracy and to 61.29% in reading indicating achievement of lower bound system negotiated targets.</p> <p>Data indicates that in both reading and numeracy 60% of Aboriginal and Torres Strait Islander students achieved expected growth in NAPLAN.</p>
<p>SEF - Internal self-assessment validation assessed as:</p> <p>Learning:</p> <p>Curriculum - Sustaining and Growing</p> <p>Assessment - Sustaining and Growing</p>	<p>Our collaborative self-assessment against the School Excellence Framework shows the targeted elements of curriculum and assessment to be Sustaining and Growing.</p> <p>In the Whole school monitoring in the theme of Student Learning our collaborative self assessment against the SEF increased to Excelling - The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.</p>
<p>Progressive Achievement Test (PAT) Numeracy:</p> <ul style="list-style-type: none"> • 80% of students will demonstrate a 0.4 growth when comparing end of year to beginning of year scale scores in PAT numeracy assessment. <p>Progressive Achievement Test (PAT) Reading:</p> <ul style="list-style-type: none"> • 80% of students will demonstrate a 0.4 growth when comparing end of year to beginning of year scale scores in PAT numeracy assessment. <p>*Aboriginal and Torres Strait Islander students are expected to meet or exceed these targets.</p>	<p>School data shows that by the end of 2021 the following percentage of students in each grade were at or above the average score on the PAT Maths assessment:</p> <p>Year 1 - 89% (an increase of 31% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 50% (an increase of 25% when compared to the start of Term 1 results)</p> <p>Year 2 - 37% (an increase of 13% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 66% (an increase of 33% when compared to the start of Term 1 results)</p> <p>Year 3 - 58% (an increase of 31% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 43% (an increase of 43% when compared to the start of Term 1 results)</p> <p>Year 4 - 58% (an increase of 14% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 50% (% remained the same when compared to the start of Term 1 results)</p> <p>Year 5 - 66% (an increase of 14% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 60% (an increase of 20% when compared to the start of Term 1 results)</p> <p>Year 6 - 55% (an increase of 17% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 50% (an increase of 50% when compared to the start of Term 1 results)</p> <p>School data shows that by the end of 2021 the following percentage of students in each grade were at or above the average score on the PAT Reading assessment:</p>

Progressive Achievement Test (PAT)**Numeracy:**

- 80% of students will demonstrate a 0.4 growth when comparing end of year to beginning of year scale scores in PAT numeracy assessment.

Progressive Achievement Test (PAT)**Reading:**

- 80% of students will demonstrate a 0.4 growth when comparing end of year to beginning of year scale scores in PAT numeracy assessment.

*Aboriginal and Torres Strait Islander students are expected to meet or exceed these targets.

Year 1 - 50% (an increase of 24% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 0% (% remained the same when compared to the start of Term 1 results)

Year 2 - 33% (an increase of 3% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 67% (% remained the same when compared to the start of Term 1 results)

Year 3 - 47% (an increase of 25% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 43% (an increase of 43% when compared to the start of Term 1 results)

Year 4 - 42% (an increase of 26% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 0% (% remained the same when compared to the start of Term 1 results)

Year 5 - 53% (an increase of 22% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 20% (% remained the same when compared to the start of Term 1 results)

Year 6 - 43% (an increase of 7% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 0% (% remained the same when compared to the start of Term 1 results)

Strategic Direction 2: Explicit Systems and Continuous Improvement Culture

Purpose

To work as a collective to develop new, and strengthen existing, systems and procedures to assist in better understanding and evaluating the impact of teaching including reviewing factors that may be enabling or constraining student academic growth.

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.

- Collective Efficacy
- High Expectation Culture
- Attendance

Resources allocated to this strategic direction

Professional learning: \$15,105.81

Low level adjustment for disability: \$11,212.00

Summary of progress

Throughout 2021 focus was placed on the creation of a culture across the school where there was both a shared vision as well as a shared responsibility for student academic achievement. This focus serves to draw each element of the Collaborative Professional Learning model together in a practical way to align learning opportunities for teachers, enabling teachers to engage in deep learning for sustained periods of time rather than in one-off disconnected learning opportunities.

Collective Efficacy

Teachers were provided with regular opportunities to plan and collaborate on a whole school level and also at stage levels. Systems were put in place to encourage the sharing of resources and for teachers to work collaboratively when both in person and in a virtual space. Through the development of various structures such as implementing Professional Learning Communities in the areas of Mathematics, Aboriginal Education and High Potential and Gifted Education, teachers were provided with an opportunity to collaborate, develop deep understandings and feel a sense of connection and ownership over the implementation of programs and practices.

Models of effective practice began to be introduced and staff became accustomed and comfortable with both observing and being observed. Through Quality Teaching Rounds, shoulder to shoulder executive support and classroom walk throughs, teachers were provided with opportunities to observe contextualised models of effective practice in not only their own classroom but in that of others also.

2022 areas of focus:

- Continued implementation of various PLCs with focus on further building of a collaborative culture and shared understanding about effective teaching and learning in each specified area.
- Streamlining of how staff are supported to create and work towards their achievement of PDP goals
- Utilisation of AP, C&Is to work with teachers and whole stage groups during planning and collaboration time. In addition to this, provision of in-classroom support facilitating demonstration lessons, resources and feedback to teachers on specified areas of focus.

Attendance

Awareness of student attendance grew schoolwide as a result of systems and structures such as executive weekly analysis, newsletter and Facebook articles, parent phone consultations and interviews for attendance concerns, targeted support and incentives and attendance draws conducted. COVID lock down and learning from home period, as well as student illness, has had an impact on attendance.

During the "At Home Learning" period in Semester 2, flexible learning attendance and engagement in learning was monitored very closely through Zoom check ins, phone calls made by teachers to families, recording of phone calls on Sentral and a systematic process of notifying APs and then Principal to keep a close check on student learning and wellbeing.

2022 areas of focus:

- Investigation into how to promote attendance levels in line with school targets in light of restrictions to attendance related to COVID 19.
- Newsletter and community communication regarding the importance of attendance on student learning.
- Continuation of attendance analysis at both executive, stage and classroom levels
- Whole school draws and awards in place to promote % attendance rates.
- Individual support for student attendance and review of attendance policy and processes.

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
Utilising the AITSL survey "How do I perceive performance and development at my school" 50% of teachers score 3.4 or above in each of the survey clusters. compared to baseline data of 33%. Quality teaching rounds offered to all teachers who indicate they would like to participate.	80.5% self scored performance and development at TPS at 3.4 or above in each of the AITSL "How do I perceive performance and development at my school" survey clusters.
SEF - Internal self-assessment validation assessed as: Teaching: Learning and Development - Sustaining and Growing Leading: Educational Leadership - Sustaining and Growing	Our collaborative self-assessment against the School Excellence Framework shows the targetted elements of Learning and Development and Educational Leadership to be Sustaining and Growing.
A minimum of 80.2% of students attending school >90% of the time (from a baseline 78.6%). Upper bound system negotiated target.	76.6% of students attended school greater than 90% of time. This target continues to require attention. This target was particularly affected through student illness and the effects of COVID 19. An area of focus for 2022..

Strategic Direction 3: Collaborative Practices and Shared Expectations

Purpose

To build a more personalised approach to student learning, achievement, student engagement and wellbeing. All stakeholders will work together in partnership to set challenging but achievable goals, and thus create a shared expectation and commitment to student achievement.

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.

- Learning Partnerships
- Personalised Student Support

Resources allocated to this strategic direction

Low level adjustment for disability: \$127,328.00

Socio-economic background: \$85,560.45

Aboriginal background: \$11,668.67

Integration funding support: \$45,265.00

Summary of progress

Learning Partnerships

Throughout 2021, focus was placed on strengthening not only general communication from school to home but at also looking for ways in which genuine partnerships between school, students, families and community could be improved. The school's Facebook page and school website was heavily utilised, and became instrumental when communicating with families during the early phases of 'At Home Learning'. Parent / Teacher interviews were conducted twice over the year and the provision of both in person and phone interviews were well received. As part of the implementation of data talks and teaching sprints, teachers were guided in the development of whole class, small group and year group SMART goals. Due to period of At Home Learning and visitor restrictions, parent volunteer and tutoring programs were unable to proceed.

2022 areas for focus:

- School wide tool/app to improve communication between school and home eg Sentral Parent Portal, SkoolBag app, Seesaw
- Implementation of open social media pages to regularly celebrate school successes beyond immediate/current families of TPS.
- Continued investigation into best practice regarding the holding of regular goal setting / goal communication sessions with students and families.
- Yarn Up to occur termly to build and strengthen community links with Aboriginal families and community members.
- Development of timeline for 2023 literacy and numeracy workshops
- Inclusion of both literacy and numeracy led sessions to Kindergarten 2023 transition.
- Development and distribution of pre-reading resources made available to kindergarten 2023 students prior to the start of school
- Development of Literacy and Numeracy newsletter with use of QR code for families to request resources.

Personalised Student Support

Various systems and programs were implemented during 2021 to offer students with personalised support. During At Home Learning, student and family wellbeing was set as a priority area. Daily virtual teacher check-ins were implemented and bi-weekly phone calls to families and students by teachers were conducted. On return to school, vulnerable students were identified and support provided by weekly programs with both SLSO and LaST teachers. LaST programs (including COVID ILSP) were developed through the triangulation of data with specified target areas created and monitored through Plan 2. Through the "At Home Learning period", groupings continued through one-one-one and small group support both over the phone and virtually. Student participation and learning progression was monitored and communicated via a remotely acceptable Google share document. Inclusion of students receiving formal intervention was made available by whole school data systems and tracing of student achievement was made a on a regular basis (minimum 5 weekly).

2022 areas of focus:

- Timelining of the development of collaboratively set goals for every student 3 - 6 in areas of literacy, numeracy and

wellbeing.

- Development of proforma design, display and recording of student goals.
- Cultural goal data bank for use during PLP meetings.

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
Two-way Communication with Parents in the TTFM survey results improve to 7.0 from a baseline of 6.7.	2021 TTFM survey results indicate an increase in "Two-Way Communication: Parents are Informed". Our average improved to 7.0 in 2021. This progress measure has been achieved.
All students with a diagnosis, or academically achieving 12 months above or below, have a PLSP containing a literacy, numeracy and communication goal.	100% of students with a diagnosis, or academically achieving 12 months above or below, have a PLSP containing a literacy, numeracy and communication goal.
SEF - Internal self-assessment validation assessed as: Learning: Wellbeing - Sustaining and Growing Reporting - Delivering with elements of Sustaining and Growing	Our collaborative self-assessment against the School Excellence Framework shows the targeted elements of both Wellbeing and Reporting to be Sustaining and Growing. With the themes of Individual Learning Needs, Behaviour and Parent Engagement improving. In particular, In Whole school monitoring of the theme of Behaviour, our collaborative self assessment against the SEF increased to Excelling

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$45,265.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tuggerawong Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Student Support <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional SLSO staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs - Multi Lit- to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: Identified students supported both in the playground and in the classroom , ensuring they were able to access the curriculum at their point of need and challenge whilst also accessing the social and emotional curriculum in the playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: As this model is successful, it will be continued in 2022.</p>
<p>Socio-economic background</p> <p>\$189,302.55</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tuggerawong 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"> • Data Informed Teaching • Personalised Student Support • Evidence Based Teaching Practices • Learning Partnerships • 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 intervention and curriculum instruction to support identified students with additional needs • equitable access to specialist resources • staff release to increase community engagement <p>The allocation of this funding has resulted in: Improved capacity for staff to access high quality professional learning and instructional leadership, improving student results.. An increase of 2.4% of students achieving the top two bands in mathematics in NAPLAN against baseline data. An increase of 6% of students achieving the top two bands in reading in NAPLAN against baseline data, exceeding our target by 2%. An increase of 8.5% of students achieving expected growth in NAPLAN numeracy against baseline data. An increase of 11% of students achieving expected growth in NAPLAN reading against baseline data, exceeding our target by 2.5%</p> <p>After evaluation, the next steps to support our students with this funding will be: Refining our model of instructional leadership through continuing the redirecting of 0.2 to the position of AP C&I to (0.4) to ensure all teachers are being supported to implement formative assessment strategies, new syllabus documents and in-classroom professional development at their</p>

<p>Socio-economic background</p> <p>\$189,302.55</p>	<p>individual point of need. Implementation of Maths warm-ups across the school.</p> <p>Support for students with additional needs will be enhanced through the employment of additional teaching and support staff.</p>
<p>Aboriginal background</p> <p>\$24,839.27</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tuggerawong 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"> • Personalised Student Support • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in:</p> <p>The majority of Aboriginal families engaged in the PLP process with an authentic and genuine partnership between families and the school, to support each student in their education.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>An Aboriginal identified SLSO will be employed two days per week to build cultural competency in students and support their personalised educational social and cultural goals.</p> <p>LaST team to closely track data and support Aboriginal students in achieving improvement in English and Mathematics.</p> <p>A yarning circle and Aboriginal bush tucker native garden will be created after consultation with key stakeholders to create a place for all students to gather.</p> <p>Engaging the parents in a more informal PLP process to increase parent participation throughout the year.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tuggerawong 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"> • Purchase of English resources - classroom readers (multiple copies) - to support the teaching of language proficiency in small group and individual instruction. <p>The allocation of this funding has resulted in:</p> <p>Students being able to access high-quality English reading resources through small group teacher instruction.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Investigating the purchase of further decodable texts (multiple copies) and evidence-based programs that support a phonics-based reading approach.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Tuggerawong Public School in mainstream classes who have a</p>

<p>\$138,540.00</p>	<p>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"> • Learning Partnerships • Attendance • Personalised Student Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention, though participation in the MultiLit program, to increase learning outcomes • employment of LaST and interventionist teacher • 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: Improved student outcomes in identified students 4-6 through the MultiLit program implemented by the trained SLSO. All SLSOs completing online training to cater for students with Autism during learning from home period. Database, timeline and refinement of PLSP process to better cater for students with additional needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to utilise funding allocation to allow SLSO appointment to continue to support students with additional needs. Continue with the trained SLSO implementing the MultiLit program for identified students. Implement QuickSmart for Mathematics with SLSO in 2022.</p>
<p>Professional learning</p> <p>\$16,005.81</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Tuggerawong 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"> • Collective Efficacy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • the majority of teachers have participated in Quality Teaching Rounds (QTR) based around shared academic readings, peer observations and coding based on the Quality Teaching Framework. <p>The allocation of this funding has resulted in: Improved teacher collaboration, knowledge, practice, especially in the areas of teacher clarity, questioning, student engagement, teacher-talk time, differentiation, higher order thinking and high expectations.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued peer observations and feedback based on LISC and explicit teaching strategies such as warm ups and the Quality Teaching Framework.</p>
<p>Beginning teacher support</p> <p>\$29,670.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Tuggerawong Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Beginning teacher support</p> <p>\$29,670.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Designated mentors and supervisors to support beginning teaching staff, from the graduate to proficient career stage, in teaching practise, behaviour management and student learning. <p>The allocation of this funding has resulted in: Increased capacity of beginning teachers to embed effective practices in the explicit teaching of reading and numeracy, using data to inform practice and improved internal and external data. Both beginning teachers successful in graduating to the proficient career stage by completing accreditation.</p> <p>After evaluation, the next steps to support our students with this funding will be: Personalised and targeted professional learning in the form of mentoring and co-teaching with the Assistant Principal, Curriculum and Instruction and support from the executive. Also release to provide opportunities to observe other teachers and refine practise.</p>
<p>School support allocation (principal support)</p> <p>\$14,700.00</p>	<p>School support allocation funding is provided to support the principal at Tuggerawong Public School with administrative duties and reduce the administrative workload.</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"> • The utilisation of the SAO trained in WHS procedures to implement DET policy in the school using efficient systems and practices <p>The allocation of this funding has resulted in: Efficient and successful WHS procedures and systems established and implemented by the SAO.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to implement the WHS systems and procedures implemented by the SAO. WHS to continue to be overseen by trained administration staff.</p>
<p>Literacy and numeracy</p> <p>\$8,539.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tuggerawong 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"> • employment of an additional Learning and Support intervention teacher. <p>The allocation of this funding has resulted in: Students who require additional literacy and numeracy support and tailored interventions to address these needs, receiving support through individual and small group tuition. The intervention groups run through the COVID learning from home period have shown varying degrees of success, particularly with the added variant of connecting via zoom or phone whilst working from home.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Literacy and numeracy</p> <p>\$8,539.00</p>	<p>funding will be: Implementing a phonics based approach to reading with all intervention students (and across the school) in 2022. All students below stage expectations in Reading and Mathematics are referred to LST team for support in 2022. Evidence based programs to be implemented in 2022 including QuickSmart and MultiLit and the investigation and possible implementation of other programs, including MiniLit</p>
<p>QTSS release</p> <p>\$44,735.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tuggerawong 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"> • Data Informed Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Instructional Leadership <p>The allocation of this funding has resulted in: Releasing an Assistant Principal to fulfil the role of Curriculum Leader and work with teachers in and out of the classroom to evaluate and refine teaching and learning programs, hold data talks and up skill staff in HIPL in literacy and numeracy, Staff have reported a greater understanding of data and teaching sprints at point of need for class and individual students.</p> <p>After evaluation, the next steps to support our students with this funding will be: The provision of QTSS will be utilised in 2022 to assist in the release of assistant principals to be upskilled by APC&Is in HIPL literacy and numeracy programs, observing APCI in class support and participating in data talks. They will also be upskilled in data analysis and individualised student support to support their teams to improve student outcomes..</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Tuggerawong 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 interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: Employment of Literacy and Numeracy intervention teacher to support the delivery of literacy and numeracy programs and data driven practices though individual and small group tuition targeted towards students' specific needs. The intervention groups run through the COVID learning from home period have shown varying degrees of success; some students were unable or reluctant to participate and connect via Zoom and phone, however others connected and enjoyed the learning mode.</p> <p>After evaluation, the next steps to support our students with this funding will be: The provision of evidence based intervention for students at educational risk, specifically through the implementation of Macq-Lit, Mini- Lit and QuickSmart.</p>
<p>COVID ILSP</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</p>

\$167,160.98	<p>the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition. • providing targeted, explicit instruction for student groups in literacy/numeracy. • employing staff to provide online tuition to student groups in literacy/numeracy during the Learning from Home period. <p>The allocation of this funding has resulted in:</p> <p>Additional literacy and numeracy intervention for students at educational risk. This support supplements our existing Learning and Support entitlements to provide intensive support for identified students. Although COVID "Learning from Home" impacted the overall delivery of the targeted small group intervention, student academic results remained positive, with positive trends in NAPLAN and Check In data. Teachers employed provided online zoom teaching to students learning from home, as well as providing intervention to those onsite.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to provide intensive, small group tuition to identified student experiencing difficulty in literacy and numeracy, using evidence based intervention programs such as Macq-Lit, Mini-Lit and Quicksmart. Continue to utilise comprehensive assessment and data analysis to ensure the intervention is targeting students at risk at the specific point of need - PLAN2 to be continually updated and short assessments administered every 5 weeks to determine growth. Monitored by LST and communicated with classroom teacher and parents.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	133	122	125	116
Girls	130	120	112	109

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.9	93.7	95.1	95.2
1	92.9	92.7	91.3	93.4
2	93.3	93.6	90.4	92.4
3	93.9	92.9	89.2	92
4	92.5	93.8	90	93.5
5	92.5	91.4	93.1	91.3
6	91.5	91.2	89.4	92
All Years	93	92.7	91.4	92.7
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)	3
Classroom Teacher(s)	7.18
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	718,844
Revenue	2,623,761
Appropriation	2,588,034
Sale of Goods and Services	6,827
Grants and contributions	27,951
Investment income	549
Other revenue	400
Expenses	-2,753,102
Employee related	-2,365,676
Operating expenses	-387,427
Surplus / deficit for the year	-129,341
Closing Balance	589,503

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	45,325
Equity Total	355,109
Equity - Aboriginal	24,893
Equity - Socio-economic	189,276
Equity - Language	2,400
Equity - Disability	138,540
Base Total	1,807,722
Base - Per Capita	58,424
Base - Location	0
Base - Other	1,749,297
Other Total	151,459
Grand Total	2,359,615

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. Information related to this are detailed below. The large majority of parents see the Positive Behaviour for Learning (PBL) values of Respectful, Responsible and Personal Best being supportive as characterising the type of environment they would like their child to experience at Tuggerawong Public School. Each year, we seek feedback from staff, students and parents on how we can further improve PBL at Tuggerawong Public School. This feedback has and will be used to further develop key documents such as the Student Wellbeing Program and assist with streamlining certain aspects such as referrals and the required number of Toto's to be collected for key rewards and milestones.

The 2021 Tell Them From Me-Parent Survey was conducted in Semester 2 of 2021. Although the the school went through a period of learning from home and a significant period of parents and carers not being able to come onto school grounds, parents consistently voiced their appreciation for teachers and staff for their support and communication and ability to deliver student outcomes social, emotional and educational, through the most inventive ways, using technology and through drive by pick ups, mail, drop offs etc.

An overview of the parent responses is as follows:

- * 81% said their child/ren feel safe going to and from school
- * 80% can easily speak with their child's teacher
- * 79% can easily speak to the principal
- * 72% feel teachers have high expectations for their child to succeed
- * 83% believe their child is encouraged to do their best
- * 75% believe school staff take an active role in making sure all students are included in school activities
- * 61% felt parent activities are scheduled at times when they can attend.

The 2021 Tell Them From Me - Staff Survey was conducted at the end of 2021. Overall, staff felt that the professional learning they engaged in throughout the year was meaningful and they would like to see further professional development in researched based programs such as Science of Reading (SoR). Professional learning was delivered online during COVID, with most collaborative activities and staff meetings taking place over Zoom.

Some of the teacher responses are as follows:

- * 100% establish clear expectations for classroom behaviour
- * 75% are in regular contact with the parents of students with special learning needs
- * 93% set high expectations for student learning
- * 93% use results from formal assessment tasks to inform their lesson planning
- * 94% feel assessments help them understand where students are having difficulty
- * 84% discuss learning problems of particular students with other teachers
- * 85% believe school leaders have provided guidance for monitoring student progress
- * 77% believe school leaders have helped them improve their teaching.

The 2021 Tell Them From Me - Student Survey was conducted in both Semester 1 and 2 in 2020 for students in Year 4 to Year 6.

Some of the student responses are as follows:

- * 99% believe that schooling is useful in their every day life and will have a strong bearing on their future
- * 87% feel they have friends at school they can trust and who encourage them to make positive choices
- * 91% do not get in trouble at school for disruptive or inappropriate behaviour

* 86% try hard to succeed in their learning

* 84% feel important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives

* 63% are interested and motivated in their learning

* 21% of students feel they are subjected to physical, social, or verbal bullying, or are bullied over the internet. This figure is well below the state average.

Throughout 2021, Tuggerawong Public School staff continued to maintain our focus on students as being the centre of all we do, even amidst the challenges that COVID 19 brought with it. Although we have seen positive gains in aspects of our student surveys, the impact that the COVID pandemic, remote learning and the long lock-down in our geographical area has had on our students is reflected in some areas of our survey results. The 4 - 6 students have shown a decrease in being interested and motivated in their learning. This is an area that we will continue to focus on in 2022. The staff remain committed to concentrating on collaboration, continual reflection and professional learning to inform our practice, skills and knowledge.

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.