

2021 Annual Report

Truscott Street Public School



4164

Introduction

The Annual Report for 2021 is provided to the community of Truscott Street 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

Truscott Street Public School provides a caring and safe educational environment with a focus on continuous improvement for all students, across the full range of abilities. Evidence-based teaching methods and strategies are identified, promoted, and modeled to ensure that all students are engaged and challenged in their learning. A local, community school where lifelong friendships are made and learning for life is paramount. Within each student, the school instills pride in individual accomplishments and strong self-esteem, as reflected in our proud history and positive inclusive service to the community. We take pride in our school motto *Quod Potui Perfeci* or *Always do your Best*.

School context

Truscott Street Public School was built in 1958 to cater for children of returned servicemen and women. The school is set in 1.8 acres of pleasant, well-maintained grounds in a quiet residential area in North Ryde. The school has a current student enrolment of 300 student which includes three multi-categorical support classes. The school community has developed a highly inclusive culture, based on a commitment to equal rights and opportunities for all. We, as a community, believe we share the responsibility for ensuring that our students are well-educated, happy and responsible young Australians.

The school has consulted with the community to develop a situational analysis which has been informed by the recent External Validation (2020) process. Three key areas for development have been identified; Effective Classroom Practice, Data Skills, and Use and Instructional Leadership. These key areas will inform the school's strategic directions over the next four years (2021-2024).

Our key focus areas for further work within the school will be around developing quality summative and formative assessment tasks and data collection practices aligned to developing greater consistency of judgment within and across schools. Our focus is to ensure we meet students at their point of need, develop processes to accurately monitor student achievement, and strategically plan effective resource allocation, both human and financial.

Structures will be put in place to identify students not showing improvement and Our Learning and Support Team will deliver intensive learning programs while at the same time using the same using similar processes and learning interventions to identify and support our high potential students.

The school aims to achieve maximum improvement and growth for all students, through continual monitoring of student performance data to determine areas of need and success at an individual, class, stage, and whole school level in order to maximise student learning outcomes specifically for reading and numeracy and to build strong foundations for academic success in all key learning areas.

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

Student growth and attainment - Excellence in Learning

To improve learning outcomes for students in reading and numeracy through a whole school approach to identifying, understanding, and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

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.

- Lesson Planning
- Explicit Classroom Practice

Resources allocated to this strategic direction

QTSS release: \$38,000.00

Literacy and numeracy: \$13,000.00

Literacy and numeracy intervention: \$13,000.00

Professional learning: \$5,000.00

Summary of progress

1. Highly Effective Teams: Collaborative instructional leadership to establish consistency across all stage teams meetings around focus areas of well-being, curriculum planning, and assessment practices are addressed at each meeting and have been successfully delivered across the whole school. The establishment of all teams recording meeting minutes in the Sentral Portal - Internal data from the Sentral Portal meetings file, indicates 100% uptake across all stage teams recording meeting minutes to reflect and improve on consistency in stage planning. The rostering of the Wednesday afternoon meeting for stage teams to meet with their Executive and a member of the Learning Support Team working across their stage at least twice in terms 1 & 2 2021 creates a consistent framework for teachers. Next year, in this initiative, we will use the same process of collaborative instructional leadership to develop improvements in data use and analysis to better inform practice.

2. Highly Effective Literacy and Numeracy Interventions: The delivery of the planned explicit intervention by having a learning support teacher works with a stage was established to support teachers better cater for students who need regular ongoing intervention both in class and via small group withdrawal. Each teacher would identify students needing intervention in line with the current classwork that was taking place. The intervention LST would attend weekly stage meetings with the team and develop with the teacher either a team teaching, individual or small group intervention that was the best fit for the needs of the students. There were also agreed assessments to check progress and plans for students to exit the program. Over time due to the tight running of the intervention a detailed database on student intervention and student progress has been established and updated on the Learning Support google drive database. The impact of having this intervention model in place was especially useful during the lengthy online learning time in 2021. Next year, in this initiative, we will use this model of intervention process across the whole school.

3. High Impact Professional Learning - Explicit Classroom Practice: Previous 2018-2020 Tell Them from Me Data (TTFM) around student engagement was showing a decline in areas of student engagement in their learning - Interest and Motivation and Effort, particularly around the subsection questions on being engaged in their own learning journey. Stage three teachers implemented regular use of setting explicit learning goals with their students and utilising more structured feedback in literacy and numeracy and weekly explicit learning goals to improve learning outcomes. A series of Teacher Professional Learning sessions were implemented by the stage 3 teachers to other stages modeling how their goal-setting process. Stage 2 teachers also implemented goal setting and K-2 teachers modified the goal-setting process for their classes. The progress of the implementation of the student goal setting process has resulted in the school now moving to the more informative 3 ways interview process between the teacher, student, and parent now being implemented across all stages. 2021 (TTFM) data has shown percentage improvement in areas of student engagement in their learning - Interest Motivation and Effort. Next year, in this initiative, we will be incorporating student goal setting within both Semester 1 & 2 Reports to parents.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|--|--|
| <ul style="list-style-type: none"> Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be moving towards the school's lower bound system negotiated target in reading of 70.50% Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be moving towards the school's lower bound system negotiated target in numeracy of 61.90%. | <ul style="list-style-type: none"> Data indicates 61.8 % of students are in the top two skill bands for reading which is an increase against baseline data. Data indicates In numeracy, 43% of students are in the top two skill bands indicating a decrease against baseline data. |
| <p>Expected Growth</p> <ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in NAPLAN reading to be moving towards the lower bound system-negotiated target (uplift of 3%). Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be moving towards the lower bound system-negotiated target (uplift of 2%). | <ul style="list-style-type: none"> The percentage of students achieving expected growth in reading increased to 76.19% indicating achievement exceeding the upper bound system negotiated target. The percentage of students achieving expected growth in numeracy increased to 78.57% indicating achievement exceeding the upper bound system negotiated target. |
| <p>School Excellence Framework:</p> <p>Data and evidence sets indicate the school is achieving the following when self-assessed against the SEF:</p> <p>Learning</p> <p><i>Curriculum - Sustaining and Growing</i></p> <p><i>Assessment - Excelling</i></p> <p>Teaching</p> <p><i>Effective Classroom Practice- Excelling</i></p> <p><i>Data Skills and Use - Excelling</i></p> <p><i>Learning and Development - Excelling</i></p> <p>Leading</p> <p><i>Educational Leadership - Excelling</i></p> | <p>School Excellence Framework:</p> <p>This year, our school continued to drive improvement 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 school plan and annual report.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of Effective Classroom practice.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of Data Skills and Use.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the elements of Assessment.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing. in the elements of Curriculum.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the elements of Learning and Development</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of Educational Leadership</p> |

Purpose

Excellence in Teaching - Data skills and use

To ensure that student assessment data is regularly used school-wide to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school directions.

Initiatives

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

- Data Literacy and Analysis
- Assessment Practices

Resources allocated to this strategic direction

English language proficiency: \$20,000.00
Low level adjustment for disability: \$30,000.00

Summary of progress

Data Literacy and Analysis:

Internal measures indicate an increased percentage of staff (100%) now actively collaborating with their assigned Learning Support Teacher, peer teachers, and stage leader to reflect and improve on their teaching practice. Stage programs now have clear evidence from a number of collected data sets that are used as part of their teaching and evaluation. Sental meeting data shows curriculum development is an ongoing process of moderation around student performance when discussing the quality of students' work and the strategies that they are using. Next year, in this initiative, we will incorporate new Teacher Professional Learning (TPL) around using the "Spirals of Inquiry" as a school-wide tool for data analysis.

Assessment Practices:

Internal measures indicate teachers began to utilise learning intent and success criteria in their lessons in order to establish explicit, challenging, and achievable learning goals for all students. This process is progressing across stages 2 & 3 and an adjustment process for K-3 has been started more work will need to be taken up in 2023 via teacher professional learning. Delayed initiatives in term 2 have required this work to be postponed to 2023. To date, approximately 60 % of staff were able to fulfill this progress measure. Next year, in this initiative 100% of teachers will employ both learning intentions and success criteria in line with the school's three-way interviews, student goal setting, and the implementation of goal setting in our reporting to parents.

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 |
|---|---|
| 80% of teaching programs that reflect the use of data during lesson planning and program evaluation. | <ul style="list-style-type: none"> • Analysis of teaching and learning programs shows that 80% of teachers are using data during lesson planning. |
| <p>Student expectations for success now exceed state levels as reported in TTFM.</p> <p>Students reporting academic engagement now exceed state levels as reported in TTFM.</p> | <p>Tell Them From Me (TTFM) Belonging - Expectations:</p> <p>The proportion of students who report a high expectation of belonging and academic expectations across Years 4, 5 & 6 is tracking above or close to equal with state data: Year 4 - 89%, Year 5 - 83%, and Year 6 - 87%. The proportion of students who report a low sense of belonging and academic expectations across Years 4, 5, & 6 is lower than the State's 7% for Year 6, equal to State's 10% for Year 5, and slightly above the State for Year 4 - 11%.</p> |

80% of teaching programs that include explicit and effective assessment practices - for learning, as learning, and of learning.

• Analysis of teaching and learning programs shows that 80% of teachers are using explicit and effective assessment practices.

Purpose

Excellence in Leading - Instructional Leadership

To ensure that the principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Initiatives

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

- Instructional Leadership in Effective Classroom Practice
- Instructional Leadership in Data Literacy and Analysis
- Instructional Leadership in Effective Attendance
- Aboriginal Education - Cultural Vision

Resources allocated to this strategic direction

Professional learning: \$9,509.00

Summary of progress

Instructional Leadership in Effective Classroom Practice:

The impact of COVID-19 resulted in limited opportunities for face-to-face professional learning to support improvements in classroom practice. It was necessary to shift our focus to better support the learning from home model across the school. The school leadership and specialist teachers were very successful in implementing great practices to support classroom teachers to provide the best possible way to support good learning for students. Teachers quickly adapted their teaching to online learning and were supported in their own learning through accessing the extensive teacher resources made available in the learning hubs. Next year, in this initiative, we will further develop a whole school professional learning plan using the instructional leadership model - Truscott Learning Committees (TLC).

Instructional Leadership in Data Literacy and Analysis:

The preliminary work is undertaken by the learning support team working in stage teams to provide excellent understanding for classroom teachers around what data to improve learning for students needs to look like for all students. Teachers moved from seeing data as a negative - what they are not doing well/what students are not learning to real evidence of how to refine, make changes to teaching/evidence how to support improvements in student learning. This team approach was significant when we moved to online learning as teachers had data they could draw on to support their students. Next year, in this initiative, we will continue to use this model of shared responsibility around using data for analysis improvements for student learning

Instructional Leadership in Effective Attendance:

A review of SCOUT data, Tell Them From Me (TTFM) data around student engagement, and parent data TTFM around valuing school and aspirations. Sentral attendance data was regularly reviewed by the Executive, Classroom teachers, and at Learning Support Team meetings as part of all regular meetings. Students at risk were followed up and plans were documented and managed. Data from the sources indicate that measures are working and staff feedback during the COVID19 lockdown around student engagement provided good feedback for further follow-up as necessary for individual students. Next year, in this initiative we will focus on ways to improve student engagement and parental aspirations via embedding a parent education program and the implementation of a whole school "Student Voice" initiative that moves beyond the classroom.

Aboriginal Education - Cultural Vision:

COVID-19 restrictions did not allow us to hold any of our whole school events experiential Aboriginal cultural immersion events. Next year, in this initiative, we will re-establish our cultural program within the whole school including active involvement in our DoE Aboriginal Education resource team.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|--|---|
| <p>Percentage of teachers who can confidently articulate how they use the NSW syllabus and evidence-based teaching strategies to ensure ongoing student improvement is moving towards the school identified target of 100%.</p> | <ul style="list-style-type: none"> • Delay in implementing initiatives in terms 3 and 4 have required this work to be postponed to 2022. |
| <p>Percentage of teachers who can confidently articulate how they use data when planning lessons, developing student learning goals, and monitoring student progress is moving towards the school identified target of 100%.</p> | <ul style="list-style-type: none"> • Delay in implementing initiatives in terms 3 and 4 have required this work to be postponed to 2022. To date 100% of teachers have implemented student learning goals into their classroom practice. |
| <p>Percentage of teachers who use diagnostic, formative, and summative assessments to inform teaching, report on achievement, and evaluate teaching is moving towards the school identified target of 100%.</p> | <ul style="list-style-type: none"> • Analysis of assessment schedules shows that XX% of teachers are using diagnostic, formative, and summative assessments to inform teaching, report on achievement, and evaluate teaching. |
| <p>Attendance</p> <p>Improvement in the percentage of students attending school more than 90% of the time is moving towards the school's lower bound system-negotiated target of 89%.</p> | <ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased by 3.48%. |
| <p>Percentage of teaching and learning programs demonstrating cultural immersion of Aboriginal culture and history is moving towards the school identified target of 100%.</p> | <ul style="list-style-type: none"> • Delay in implementing initiatives in terms 3 and 4 have required this work to be postponed to 2022. |

| Funding sources | Impact achieved this year |
|--|--|
| <p>Integration funding support</p> <p>\$16,231.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Truscott Street 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 individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of op PLSPs. • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p> |
| <p>Socio-economic background</p> <p>\$5,180.35</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Truscott Street 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • additional staffing to support identified students with additional needs • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: equitable access to curriculum for identified students which led to improved educational and wellbeing outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ SLSOs to support identified students and supplement families to support them with engaging with extra curricular activities.</p> |
| <p>English language proficiency</p> <p>\$65,181.13</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Truscott Street Public School.</p> |

| | |
|---|--|
| <p>English language proficiency</p> <p>\$65,181.13</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 Literacy and Analysis • 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 additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • student progress showing high growth on the EAL/D learning progressions, with 96% of EAL/D students achieving expected or above expected growth. • EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>provide professional learning for our Stage 1 and Early Stage 1 teachers where the EAL/D consultant will assist in developing an integrated writing unit using a backwards mapping approach. Teachers will analyse student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples.</p> |
| <p>Low level adjustment for disability</p> <p>\$79,097.24</p> | <p>Low level adjustment for disability equity loading provides support for students at Truscott Street 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"> • Data Literacy and Analysis • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in:</p> <p>an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs and interventionist teacher.</p> |
| <p>Literacy and numeracy</p> <p>\$26,374.79</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Truscott Street Public School from Kindergarten to Year 6.</p> |

| | |
|--|---|
| <p>Literacy and numeracy</p> <p>\$26,374.79</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"> • Explicit Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: increased teacher capacity to improve the learning of identified students in the areas of literacy and numeracy through the use of explicit teaching strategies and analysis of student data.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide professional support for teachers to enable them to effectively analyse data to identify students in need of additional support for literacy and numeracy.</p> |
| <p>QTSS release</p> <p>\$102,692.09</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Truscott Street 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"> • Lesson Planning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. • 95% of teachers reported lessons differentiated according to students' needs • 85% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria. <p>After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$35,423.60</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Truscott Street Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students</p> |

| | |
|--|--|
| <p>Literacy and numeracy intervention</p> <p>\$35,423.60</p> | <p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Classroom Practice • 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 • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p> |
| <p>COVID ILSP</p> <p>\$19,000.00</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • All students in the program achieving significant progress toward their personal learning goals in both Literacy and Numeracy <p>After evaluation, the next steps to support our students with this funding will be: continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 162 | 159 | 165 | 162 |
| Girls | 168 | 165 | 149 | 135 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 95.2 | 94.7 | 93.9 | 94.2 |
| 1 | 96.7 | 93.9 | 93.7 | 95.2 |
| 2 | 94.2 | 95.9 | 94.6 | 95 |
| 3 | 95.7 | 93.6 | 94.8 | 96.4 |
| 4 | 95.5 | 96 | 94.5 | 95.2 |
| 5 | 94.1 | 95.4 | 95.1 | 94 |
| 6 | 92.8 | 92.8 | 95.8 | 93.5 |
| All Years | 94.9 | 94.6 | 94.6 | 94.8 |
| State DoE | | | | |
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 93.8 | 93.1 | 92.4 | 92.8 |
| 1 | 93.4 | 92.7 | 91.7 | 92.7 |
| 2 | 93.5 | 93 | 92 | 92.6 |
| 3 | 93.6 | 93 | 92.1 | 92.7 |
| 4 | 93.4 | 92.9 | 92 | 92.5 |
| 5 | 93.2 | 92.8 | 92 | 92.1 |
| 6 | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92 | 92.4 |

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 11.83 |
| Literacy and Numeracy Intervention | 0.2 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 0.6 |
| School Counsellor | 1 |
| School Administration and Support Staff | 6.4 |

*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 | 451,934 |
| Revenue | 3,629,357 |
| Appropriation | 3,362,065 |
| Sale of Goods and Services | 2,137 |
| Grants and contributions | 264,111 |
| Investment income | 645 |
| Other revenue | 400 |
| Expenses | -3,626,645 |
| Employee related | -3,267,832 |
| Operating expenses | -358,814 |
| Surplus / deficit for the year | 2,712 |
| Closing Balance | 454,646 |

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 | 16,231 |
| Equity Total | 130,459 |
| Equity - Aboriginal | 0 |
| Equity - Socio-economic | 5,180 |
| Equity - Language | 46,181 |
| Equity - Disability | 79,097 |
| Base Total | 2,813,792 |
| Base - Per Capita | 81,646 |
| Base - Location | 0 |
| Base - Other | 2,732,146 |
| Other Total | 295,855 |
| Grand Total | 3,256,336 |

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.

In 2021 students in Year 3 (42 students) and Year 5 (47) sat for the NAPLAN tests. In Years 3 and 5, the percentage of students performing in the top 2 bands was below by 0-5% when compared across all areas with statistically similar school groups (SSSG) Schools however students consistently scored 10-20% above the state.

Results at or expected growth revealed significant improvement in all areas with 5-10% above both SSSG and State in Reading, Writing Spelling, and Numeracy.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, teachers, and parents. Truscott Street Public School participates in the Tell Them From Me (TTFM) survey for all stakeholders as well as community discussions with the P&C at community meetings. Staff have opportunities to give feedback at team and school meetings.

All students in Years 4, 5, and 6 completed the TTFM survey:

67% of students have a positive sense of belonging at school.

85% of students experience positive relationships at school.

85% of students agree/strongly agree that they value school and have high expectations for their future education.

82% of students feel supported at school by having strong teacher-student relationships.

When learning from home in 2021:

73% of students strongly agreed/agreed they were well resourced.

70% of students strongly agreed/agreed they were provided with teacher feedback

Teachers completed the TTFM survey:

75% of teachers strongly agree/agree students are focused on their learning.

72% of teachers agree there is a sense of belonging for students.

79% of teachers strongly agree/agree they are supported in effective teaching practice.

80% of teachers strongly agree/agree the school is well maintained.

79% of teachers strongly agree/agree that the school has a strong learning culture

100% of teacher strongly agree/agree teachers share and implement ideas about ways to help students retain what they are learning.

When learning from home in 2021:

100% of teachers strongly agree/agree that the school provided support.

Parents/carers completed the TTFM survey:

74% of parents/carers find the school to be welcoming.

72% of parents/carers that the school supports positive behaviour.

of parents/carers are involved in school communities (e.g. P&C)

74% of parents/carers would recommend the school to other parents.

90% of parents/carers find informal contact with the school useful.

When learning from home in 2021:

78% of parents/carers strongly agreed/agreed that students were well resourced.

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.