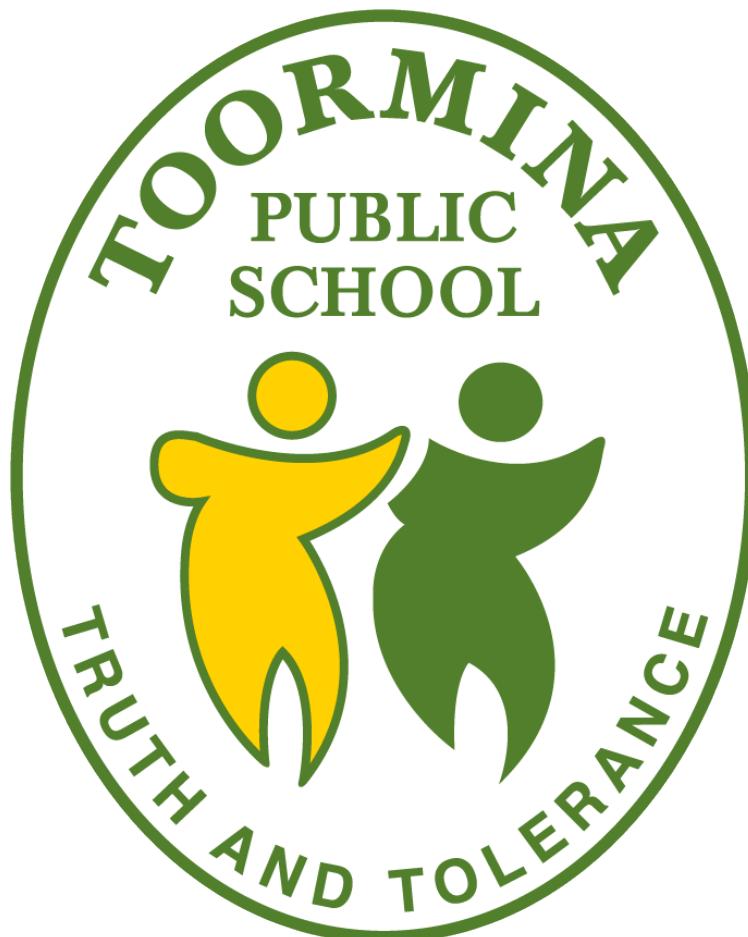


# 2021 Annual Report

## Toormina Public School



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## Introduction

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

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

### School contact details

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Toormina Public School

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## School vision

Every student attends school regularly and respectfully engages in their learning, achieving academic excellence in literacy and numeracy across all key learning areas. Students take responsibility for their own learning and behaviours in a supportive environment. Families and community values and aspirations align with the school, NSW Department of Education and Premier's priorities. Every teacher provides quality learning and meaningful feedback to improve student outcomes. Every staff member displays high expectations and actively engages in quality professional learning to collaboratively improve teaching and learning with a focus on reading and numeracy.

Leaders guide and support staff with high impact professional learning and collaboratively embed evidence-based teaching into practice. Leaders maintain high expectations of student growth and attainment, fostering a supportive and productive learning environment. Staff members regularly communicate with parents and carers and encourage open communication to actively engage families with their child's wellbeing and learning journey. High expectations and mutual respect are the foundation of all communication.

## School context

The school is a K-6 school on the Mid North Coast of New South Wales. There are 237 students enrolled with 41 Aboriginal students (17.3%) and 17% of students with English as an additional language or dialect (EALD). The school family occupation and education index (FOEI) is 121 with 45.3% in the bottom quartile and 22.6% in the second quartile. This results in the school receiving additional equity funding to help remedy educational disadvantages and provide support for our students. The school also receives funding to support students with additional learning needs through integration funding support. In total, the school will receive funding of \$3,483,907 for 2021. The majority of this funding is utilised to employ staff to support our students. Funding initiatives our school receives beyond equity funding includes professional learning, beginning teacher support, literacy/numeracy, school support allocation and EAfS.

Student carer profiles show a multicultural background with high-level training, employment and aspirations. Teaching and learning draw on the diversity of student and staff strengths by encouraging all students to develop their potential in a purposeful environment with supportive wellbeing systems. All staff have current Working With Children Checks and are accredited at proficient teacher level with some new teachers provisionally accredited. One staff member is engaging with the Australian Professional Teaching Standards to achieve highly accomplished teacher proficiency. Seven staff members hold postgraduate qualifications.

The school has modern facilities including technology suites, wonderful sporting opportunities, creative and performing arts with a tiered music room. Our school hosts the regional opportunity class for teaching gifted and talented students in years five and six. The school has a dedicated focus on literacy and numeracy with a climate that provides a foundation for lifelong learning. Quality teaching and learning is a major focus within the school. The school has received additional funds from the Priority School Funding Program since 2009. The school was identified as an Early Action for Success school in 2017 with an instructional leader appointed K-2 to monitor and support teachers and students to improve literacy and numeracy standards at our school. The school grounds back onto Toormina High School where the majority of our students enrol once commencing high school (70-90%). There are strong connections and transition programs with Toormina High School.

The whole school community, involving students, staff, parents/carers, P&C and the local AECG, was consulted to develop an authentic situational analysis, which was aligned to student data and led to the development of the strategic improvement plan. Through this process, the school has identified a need to further enhance student attendance, a sense of belonging as well as reading and numeracy growth and proficiency. This aligns with system-negotiated targets and is the basis for our strategic directions 2021-2024 - Student Growth & Attainment; Wellbeing; and High-Quality Teaching.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To enhance student growth and attainment in reading and numeracy, we will augment instructional leadership and data driven practices.

### 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
- Data Skills and Use

### Resources allocated to this strategic direction

**Aboriginal background:** \$20,000.00

**Socio-economic background:** \$30,000.00

**Literacy and numeracy:** \$5,129.43

**Early Action for Success (EaFS):** \$50,000.00

### Summary of progress

The school developed systematic instructional leadership structures to build a culture of effective classroom practice, evidence-based teaching and ongoing improvement against NSW syllabus outcomes so that every student makes measurable learning progress and gaps in student achievement decrease with a sustained focus on literacy and numeracy. Furthermore, a consistent approach to the planned collection and evaluation of student data has helped to inform and enhance teacher practice to meet the needs of students.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students achieving in the top 2 NAPLAN bands by 3.4% or more for reading and numeracy.	Toormina Public School achieved the target for the proportion of students in the top two bands target for numeracy (7.47%) and exceeded the target for the proportion of students in the top two bands for reading (17.08%) in this year's NAPLAN results.
Increase the proportion of Aboriginal students achieving in the top 3 NAPLAN bands by 2.4% or more for reading and 2.8% or more for numeracy.	Toormina Public School was unable to meet the targets for increasing the proportion of Aboriginal students in the top three bands target for both numeracy and reading in this year's NAPLAN results. The proportion of Aboriginal students within numeracy increased by 6.84% from the 2019 NAPLAN result but remained below baseline measures and the reading result declined by 0.86% from 2019, also remaining below baseline measures.
Increase the proportion of students achieving expected growth in NAPLAN by 2.6% or more for reading and 3.0% or more for numeracy.	Toormina Public School exceeded the target for the proportion of students meeting expected growth between year 3 and year 5 for numeracy (26.82%) and reading (38.08%) in this year's NAPLAN results.

## Strategic Direction 2: Wellbeing

### Purpose

In order to improve student behaviour and attendance, we will develop a strategic and planned approach to whole school wellbeing and attendance strategies, so that students maximise their time at school to connect, succeed, thrive and learn.

### Initiatives

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

- Attendance
- Planned Approach to Wellbeing

### Resources allocated to this strategic direction

**Socio-economic background:** \$10,000.00

**Low level adjustment for disability:** \$62,118.00

### Summary of progress

Attendance data is regularly analysed and is used to inform planning and tiered support systems. Attendance and positive wellbeing systems are promoted across the school. PBL and the Berry Street Education Model had been utilised to support student behaviour, wellbeing and classroom learning.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending school more than 90% of the time by 2.8% or more.	Toormina Public School was unable to increase the proportion of students attending school more than 90% of the time during 2021.
Implement systems to promote positive attendance and individual attendance plans for students with poor attendance patterns.	Toormina Public School established a variety of systems to promote positive attendance including establishing positive attendance draws at 5 weekly intervals and class of the week attendance monitoring and promotion in 2021. Individual attendance plans with tiered support have been established for all students with less than 90% attendance.
Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at school by 2.7% or more.	Toormina Public School increased the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at school by 4.96% in 2021.

## Strategic Direction 3: High Quality Teaching

### Purpose

In order to bolster high quality teaching, we will strategically implement high quality professional learning and planned and supported reflective practices with a focus on student growth in literacy and numeracy.

### 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.

- Collaborative Practice and Feedback
- Learning and Development

### Resources allocated to this strategic direction

**Socio-economic background:** \$12,000.00

**Early Action for Success (EaFS):** \$50,000.00

**Professional learning:** \$25,905.52

### Summary of progress

All teachers work with stage colleagues and instructional leaders to develop evidence-informed practices and knowledge to improve teacher quality, linked to the Australian Professional Standards for Teachers.

High Impact Professional Learning is strategically analysed and planned to focus on long term goals linked with student literacy and numeracy needs. Professional learning is tracked on a Microsoft Teams pages visible to all staff but is not yet tracked via MyPL.

### 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
75% of classroom teachers participate in Instructional Afternoons to improve student learning outcomes in literacy and numeracy each semester.	All classroom teachers (100%) participate regularly in Instructional Afternoons to improve student learning outcomes in literacy and numeracy each semester.
Systems for staff meetings and instructional afternoons professional learning to be tracked on MyPL completed.	Systems for tracking staff meetings and instructional afternoons have been tracked on Teams but not on MyPL. This is a continued focus for 2022.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$11,655.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Toormina Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Both students have gained confidence with written and spoken language in their classroom and socially with other students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to support these students as they gain increased proficiency and confidence with English and progress through the ESL scales. This funding ceases after the first semester, 2022.</p>
<p>Integration funding support</p> <p>\$42,568.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Toormina Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved learning and social/emotional/behavioural outcomes for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The majority of integration funded students will progress to high school in 2022. The remaining students will continue to be supported with their learning and social/emotional regulation.</p>
<p>Socio-economic background</p> <p>\$214,208.51</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Toormina Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> <li>• Collaborative Practice and Feedback</li> <li>• Data Skills and Use</li> <li>• Attendance</li> <li>• Planned Approach to Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Socio-economic background</p> <p>\$214,208.51</p>	<ul style="list-style-type: none"> <li>• employment of additional staff to support community liaison program implementation.</li> <li>• additional staffing to support identified students with additional needs</li> <li>• professional development of staff through instructional leadership to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved learning outcomes for students through SLSO support for students within classrooms, improved teacher capacity through instructional leadership and positive relationships between home and school through community engagement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue support for students in classrooms through teacher professional learning and tiered wellbeing systems. Investment in whole staff engagement in the Berry Street professional learning is prioritised to recognise and support students impacted by trauma. Additional learning and support structures to support classroom learning would also be a priority.</p>
<p>Aboriginal background</p> <p>\$65,169.57</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Toormina 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through instructional leadership to support student learning with attention to the needs of Aboriginal students and the inclusion of culture</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased sense of belonging, expectations for success and advocacy amongst our Aboriginal students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Focus on specific bump it up programs to enable Aboriginal students to attain proficiency bands (top 3) in national assessments.</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 Toormina Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support students in the classroom</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students with an EAL/D background are supported in classrooms</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to support our EAL/D students with additional supports.</p>

<p>Low level adjustment for disability</p> <p>\$169,569.91</p>	<p>Low level adjustment for disability equity loading provides support for students at Toormina Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Planned Approach to Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> High levels of support for students in the classroom from SLSO staff as well as learning and support teachers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to support students on a needs basis to give them the best opportunities for their learning.</p>
<p>Location</p> <p>\$1,850.60</p>	<p>The location funding allocation is provided to Toormina Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Equitable outcomes for students facing financial hardship.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to provide equitable outcomes for students facing financial hardship.</p>
<p>Professional learning</p> <p>\$25,905.52</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 Toormina Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning and Development</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in:</b> High levels of staff and student engagement with their learning. Improved student outcomes surpassing or meeting our premier's priority targets earlier than planned.</p>

Professional learning \$25,905.52	<p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To maintain the same level of support for teacher professional support with the new 1.2 AP curriculum and instruction positions, replacing EAfS and school-funded instructional leaders.</p>
Beginning teacher support \$44,535.00	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Toormina Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional RFF for each beginning teacher and additional supervisor support to guide their progress.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  All beginning teachers experienced a successful teaching year and two have completed their proficient teacher accreditation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Re-employ the same teachers to consolidate their skillset and further develop their teaching skills.</p>
Literacy and numeracy \$5,129.43	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Toormina Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Positive staff professional learning through an instructional leader to support improved learning outcomes for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  This funding is not available in 2022.</p>
Early Action for Success (EAfS) \$171,512.97	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Toormina Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> <li>• Data Skills and Use</li> <li>• Collaborative Practice and Feedback</li> <li>• Learning and Development</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and</li> </ul>

<p>Early Action for Success (EAfS)</p> <p>\$171,512.97</p>	<p>teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</p> <p><b>The allocation of this funding has resulted in:</b> The EAfS instructional leader brought high levels of teacher proficiency and assessment knowledge to the K-2 team resulting in good literacy and numeracy results for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding is not available in 2022. Instead, 1.2 AP C&amp;I positions will commence working with staff. 2022 will be a transition year and the AP C&amp;I supports staff K-6.</p>
<p>QTSS release</p> <p>\$48,771.33</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Toormina Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> High levels of collaboration and team planning with greater consistency. It allows greater opportunities for supervising executives to work with and supervise their team members.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue with the same QTSS structure with executive staff receiving additional release time to provide supervision and professional practice advice.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Toormina Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Higher levels of learning support for students requiring additional support with their learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding is not available in 2022.</p>
<p>COVID ILSP</p> <p>\$173,066.33</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>COVID ILSP</p> <p>\$173,066.33</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>High levels of additional support to students in literacy and numeracy across the school. Over 34 students received literacy support and over 25 students received numeracy support throughout the year with the majority of students making significant gains in literacy, numeracy or, for some students, both literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Analyse student data to identify students and areas of need for the new round of intensive support for our students.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	154	144	146	140
Girls	127	111	117	97

Due to two particularly large year six groups leaving our school for high school over the past two years and smaller kindergarten intakes, our school population has declined in recent years.

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.5	92.7	92.4	91.6
1	91.6	92	92	90.6
2	92.1	89.6	92.7	93.3
3	91.8	89.7	90.1	93.1
4	90.8	91.8	91.3	89.9
5	91.8	91.4	93	90.3
6	91.3	90.7	92.6	90
All Years	91.8	91.1	92.2	90.9
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

Improving student attendance has become a key strategy within Toormina Public School's Strategic Improvement Plan. The school has increased reward systems and promotional displays to encourage positive attendance as well as tiered interventions to support student attendance and increased communication to assist families with student attendance.

### 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

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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)	8.95
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.62

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	34,830
<b>Revenue</b>	3,701,247
Appropriation	3,634,021
Sale of Goods and Services	35,338
Grants and contributions	31,822
Investment income	66
<b>Expenses</b>	-3,610,801
Employee related	-3,424,896
Operating expenses	-185,905
<b>Surplus / deficit for the year</b>	90,446
<b>Closing Balance</b>	125,275

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	88,861
<b>Equity Total</b>	451,348
Equity - Aboriginal	65,170
Equity - Socio-economic	214,209
Equity - Language	2,400
Equity - Disability	169,570
<b>Base Total</b>	1,896,216
Base - Per Capita	64,834
Base - Location	1,851
Base - Other	1,829,532
<b>Other Total</b>	769,348
<b>Grand Total</b>	3,205,773

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

We would like to thank our parent/carer and school community for their patience during the COVID-19 interruptions and access to our school throughout 2021. This interruption impacted our school events, P&C meetings and general visits to our school and classrooms. In a school satisfaction survey for parents, the following satisfaction measures are highlighted;

- 90% of parents responded that Toormina Public School always maintains "clear expectations for student behaviour and the rules are known by my child".
- 85% of parents felt that Toormina Public School always "provides a quality service to my child and to me".
- 85% of parents would always recommend Toormina Public School to others
- 90% of parents felt that Toormina Public School "regularly provides me with information about what is happening at school".

In the Tell Them From Me students surveys, students feel they have someone at school who consistently provides encouragement and can be turned to for advice at a higher proportion than the state average. The proportion of students that do not get in trouble at school for disruptive or inappropriate behaviour is also higher than the NSW average from schools. Another good indicator of our positive school learning culture is that a higher proportion of our students feel that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback; when compared to the state average. In a school satisfaction survey for students, the following satisfaction measures are highlighted;

- 89% of students enjoy coming to school (48% always, 41% sometimes)
- 81% of students feel that Toormina Public School is a great school (55% always, 26% sometimes)

In the 2021 People Matter Survey, school staff responses indicated job satisfaction was amongst the highest measures in the survey. "My job gives me a feeling of personal accomplishment" was measured at 96%. It was also positive to see that 89% of responses indicated that "I would recommend my organisation as a great place to work" and 81% felt "proud to tell others I work for my organisation." 93% of staff felt that there "are people at work who care about me." As a staff, we are a caring group of professionals and this shows in our care for our colleagues, our school community and, in particular, our students. In a school satisfaction survey for staff, the following satisfaction measures are highlighted;

- 90% of staff responded that teachers always "collect, analyse and reflect on school and external data to improve student learning".
- 100% of staff responded that they enjoy working at Toormina Public School

# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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Additional school evidence of effective implementation of the policy included:

- The school has additionally completed a school yarning circle to enhance student and community Yarn Ups but this has not yet been able to be used with the wider community due to COVID restrictions.
- About 74% of school staff have completed the Connecting to Country professional learning developing quality insights into local Gumbaynggirr culture and language. This is a highly valued professional learning experience.
- Each year Toormina Public School students elect student Aboriginal leaders as part of the student leadership team.

## Anti-Racism Policy

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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.

## Anti-Racism - School statement

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Additionally, Toormina Public School is thankful that this position is rarely utilised but due to the retirement of the school's existing anti-racism contact officer at the end of 2021, a new staff representative will be elected and undergo the ARCO training in 2022.

## Multicultural Education Policy

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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.

## Multicultural and anti-racism education - School Statement

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With students and families from a diverse range of backgrounds, language groups and cultures, the staff of Toormina Public School are mindful to incorporate multicultural perspectives across the learning programs and make a particular highlight of international cultures during our recognition of Harmony Day with planned activities across the school and international flavours incorporated into canteen specials.

