

# 2021 Annual Report

## Mount Terry Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Mount Terry 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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Mount Terry Public School

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## School vision

Our vision is for all students and staff to enjoy coming to school and that we provide a high quality, inclusive and holistic school experience for all members of the school community. Our purpose is to provide opportunities that support the development of confident and creative individuals and active and informed citizens, who become lifelong learners.

## School context

Mount Terry Public School was established in 1995 and is located in the relatively new south-western residential area of Albion Park. The land on which the school is built was a former dairy farm and the southern boundary of the school leads to the rural land between Albion Park and Jamberoo.

At the heart of the school site stands a magnificent heritage listed Figtree. This tree is a visual link to the school ethos, 'Growing Strong, Reaching Far', with the roots of the tree spreading deep and far, above and below the ground, reflecting the impact of the school on young lives, as the education offered at Mt Terry builds a strong foundation for our students far into the future.

Mount Terry Public School has an enrolment of 701 students of which 6% identify as Aboriginal and/or Torres Strait Islander. In 2021, there were 30 classes, including three newly established support classes. The school works in close collaboration with the Albion Park Community of Schools.

Following a comprehensive school self-evaluation process and situational analysis conducted in 2020, the school has identified three main areas of focus in the new Strategic Improvement Plan. These include performance and achievement in literacy and numeracy, assessment practices and student wellbeing.

Our dedicated teaching staff understand the importance of explicit teaching in literacy and numeracy to maximise the achievement of all students. Our staff are committed to teamwork, collegiality, professional growth and continuous improvement. They set high expectations and work hard to cater for the needs of every student. Quality assessment practices will be embedded to ensure the delivery of high impact and differentiated teaching and learning in literacy and numeracy.

There is a dynamic mix of early career and experienced educators, all of whom show genuine care for the whole school community and provide a myriad of targeted programs and extra-curricular opportunities to support the development of students. These include programs in the areas of environmental education, sport, the arts, high performance and gifted education and technology. By providing a holistic approach to learning, students establish a sense of self and a place in the global community. The development of school-wide wellbeing processes and practices will contribute to positive wellbeing and enable students to be healthy, happy, engaged and successful.

The staff and parents of Mount Terry Public School enjoy a positive relationship, working shoulder to shoulder to actively promote our shared vision. Our hard working and supportive P&C regularly organise numerous events that support our school and develop a strong sense of community. Each year the whole school community contributes to a rigorous process of self-evaluation focused on a commitment to continuous school improvement. This process has been instrumental in the development of the 2021-2024 Strategic Improvement Plan.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning outcomes in reading and numeracy, building strong foundations for academic success through the delivery of a student-centred curriculum. We will further develop and refine data-driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

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

- Literacy
- Numeracy

### Resources allocated to this strategic direction

**Professional learning:** \$12,700.00

**QTSS release:** \$128,000.00

**Literacy and numeracy:** \$21,234.85

**Socio-economic background:** \$172,848.00

**Literacy and numeracy intervention:** \$117,724.00

**Low level adjustment for disability:** \$207,709.80

: \$3,000.00

### Summary of progress

In 2021, K-2 staff were trained in the use of the Phonics Screening Check and the Phonological Awareness Assessment so they were better positioned to address phonological awareness and phonics through explicit and differentiated teaching and learning. Support from the Level Up Team was provided to all K-2 teachers to ensure the practical application of this work in all K-2 classrooms. All K-2 teachers engaged in 5-weekly cycles of data collection in reading, vocab and hearing and recording sounds to track the literacy development of students in K-2. Teachers then used this data to discuss student progress in grade groups and plan future teaching cycles. While the 5-weekly data collection cycles were delayed by COVID and home learning, 89% of teachers now report that this data-informed practice has had a positive impact on student learning. Professional learning in phonics and phonological awareness was noted by staff through the school self-evaluation process as particularly useful to improve their literacy teaching.

Professional learning in the 7 Steps for Writing led to the explicit teaching of specific writing skills K-6. Student writing samples now show that many students are incorporating the strategies used by effective writers. The English and Mathematics Curriculum Teams viewed and discussed the new K-2 draft syllabus documents and organised an implementation timeline according to the release of the syllabus documents and support materials in 2022. All teachers undertook training in the use of number talks to support the teaching and learning of numeracy K-6. Teachers then engaged in peer feedback around the effective use of number talks in individual classrooms.

Our next steps will be ensuring that the Phonics Screening Check and Phonological Awareness Assessment become embedded in the school's annual assessment schedule. Work in developing a school-wide assessment schedule through the initiatives of Strategic Direction 2 will ensure this takes place. The 5-weekly data collection cycle to inform teaching and learning in reading will continue. These practices will be supported by observation, feedback and support from the High Quality Literacy (HQL) teacher who will be employed one day per week in 2022 using the Literacy and Numeracy staffing allocation. Further work is required to prepare teachers for the implementation of the new K-2 English and Mathematics syllabus documents. This will involve professional learning for all teachers, which will be conducted by our school Curriculum Implementation Team. The writing techniques emphasised in 7 Steps for Writing are highly evident in writing samples from Yr 3-6. We will now focus our attention to how these writing strategies can be applied in K-2 classrooms. This will be achieved through lesson observations and demonstration lessons, as well as cooperative planning and programming during Planning Days.

### 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"> <li>• Increase the percentage of students achieving expected growth in NAPLAN Reading to be at or above the baseline system negotiated target of 60.83%</li> <li>• Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be at or above the baseline system negotiated target of 56.61%</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in Reading is 67.47% indicating progress exceeding the system negotiated lower-bound and baseline targets.</li> <li>• The percentage of students achieving expected growth in Numeracy is 64.20% indicating progress exceeding the system negotiated lower-bound and baseline targets.</li> </ul>
<ul style="list-style-type: none"> <li>• Increase the percentage of students achieving in the top two bands in NAPLAN Reading above the system negotiated target baseline of 34%</li> <li>• Increase the percentage of students achieving in the top two bands in NAPLAN Numeracy above the system negotiated target baseline of 23.8%</li> </ul>	<ul style="list-style-type: none"> <li>• The proportion of Yr 3 and Yr 5 students achieving the top two bands in NAPLAN Reading is 36.36% indicating progress exceeding the system negotiated baseline target.</li> <li>• The proportion of Yr 3 and Yr 5 students achieving the top two bands in NAPLAN Numeracy is 34.59% indicating progress exceeding the system negotiated lower-bound and baseline targets.</li> </ul>
<ul style="list-style-type: none"> <li>• A minimum of 90% of students completing Kindergarten will have achieved an exit reading level of 5 with a minimum 70% achieving or exceeding level 9</li> <li>• A minimum of 90% of students completing Yr 1 will have achieved an exit reading level of 14 with a minimum 60% achieving or exceeding level 19</li> <li>• A minimum of 90% of students completing Yr 2 will have achieved an exit reading level of 18 with a minimum 65% achieving or exceeding level 25</li> </ul>	<ul style="list-style-type: none"> <li>• 92% of students completing Kindergarten have achieved an exit reading level of 5 with 44% achieving or exceeding level 9</li> <li>• 86% of students completing Yr 1 have achieved an exit reading level of 14 with 45% achieving or exceeding level 19</li> <li>• 95% of students completing Yr 2 have achieved an exit reading level of 18 with 72% achieving or exceeding level 25</li> </ul>
<ul style="list-style-type: none"> <li>• Staff professional learning for the implementation of number talks in K-6 classrooms</li> <li>• Teachers practice using number talks in classrooms with follow-up with collaborative stage team feedback sessions</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers have engaged in professional learning in number talks which were then trialed in all classes K-6. Peer feedback sessions were conducted across the teaching staff and positive feedback was received from both teachers and students around the use of number talks in numeracy lessons.</li> </ul>
<ul style="list-style-type: none"> <li>• Staff professional learning and preparation for the implementation of the updated syllabuses in English and Mathematics for K-2</li> </ul>	<ul style="list-style-type: none"> <li>• Delays in implementing initiatives have required this work to be postponed to 2022.</li> </ul>
<ul style="list-style-type: none"> <li>• Self assessment against the School Excellence Framework in the element of data skills and use will be maintained at Sustaining and Growing.</li> </ul>	<ul style="list-style-type: none"> <li>• Self assessment against the School Excellence Framework in the element of Data Skills and Use shows the school currently performing at Sustaining and Growing.</li> </ul>

## Strategic Direction 2: Systematic, school-wide assessment to inform practice

### Purpose

In order to improve student learning outcomes, we will develop and sustain whole school processes for assessing, collecting and analysing data to ensure the effective implementation of appropriate curriculum provision for every student.

### 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.

- Assessment
- Data Driven Practices

### Resources allocated to this strategic direction

**Professional learning:** \$4,000.00

### Summary of progress

Our focus towards using assessment to inform learning had a delayed implementation cycle that impacted on the professional learning scheduled in semester 2. We were however, able to begin the progress of reviewing current assessment practices in the school. Teachers reviewed current scope and sequences and the use of external assessments including department of education assessments such as check in assessments, Phonological assessments, phonics diagnostic assessment. Teachers analysed the data using SCOUT and PLAN2 with ongoing data conversations to determine student achievement and indicate future focuses for teaching and learning.

Our 2022 focus, with resourcing support, will enable teachers to work together to develop whole school processes for collecting and analysing data and we are confident that our school will meet the progress measures that demonstrate the success of this initiative. Our next steps in 2022 are to continue the process of creating a current whole school assessment and data collection and analysis schedule based on information and feedback gathered in stage meetings. The school will establish and implement a professional learning schedule that develops the assessment and data analysis capabilities of staff. We will focus on enabling all staff to have a shared vision of a school-wide plan to collect robust evidence of student learning to track and monitor student progress over time.

### 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
• Current assessment and data collection and analysis practices and processes have been reviewed by all staff within stage meetings led by stage team supervisors.	Staff participated in a review of practices in data analysis and use, and this indicated a need for a refinement of whole school assessment and data collection processes.
• Assessment and data collection and analysis is used flexibly and responsively as an integral part of daily classroom instruction	Teachers are working towards the use of PLAN2 to collect and analyse data based on a school developed assessment schedule.
• An assessment committee has been formed to begin the process of creating a current whole school assessment and data collection and analysis schedule based on information and feedback gathered in stage meetings.	Delay in implementing initiatives has required this work to be postponed to 2022 with the assessment committee formed in early Term 1.
• Professional learning schedule has been established that develops the	Delay in implementing initiatives has required this work to be postponed to 2022 with the development of the Professional learning schedule initiated in

assessment and data analysis capabilities of staff.

- All staff have a shared vision of a school-wide plan to collect robust evidence of student learning to track and monitor student progress over time.

Term 2.



## Purpose

To support the wellbeing and engagement of all students, we will implement a whole school integrated approach to wellbeing, to enable students to be happy, healthy, engaged and successful.

## Initiatives

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

- Wellbeing for all

## Resources allocated to this strategic direction

**Professional learning:** \$16,200.00

**Socio-economic background:** \$90,000.00

## Summary of progress

Significant progress has been made in Wellbeing for all. A Positive Behaviour for Learning (PBL) committee has been established and consists of representatives across all areas of the school. This committee has consulted widely to develop policies and procedures to support the implementation of PBL. We have established our core values - Be Respectful, Be Responsible and Be Resilient. The refinement of school tracking software is continuing and will be further developed in 2022, supporting school wide tracking of positive and negative behaviours. End of year survey data provided clear insights into where we are currently positioned and our future focus, with 95% of students indicating they know the school rules and 92% of students knowing the consequences. The majority of parents and carers are aware of the PBL values that drive our school learning culture with 76% indicating they are aware of the new PBL values.

High expectations to support regular school attendance are communicated to our school community. Monitoring procedures relating to school attendance have been enhanced and include analysis of data, weekly monitoring at Learning Support Team meetings, and development of individualised attendance support plans for students and families who require extra support. Consistent attendance messages, promoting the crucial importance of regular school attendance, is shared with parents and carers through school communication channels.

Our next steps in relation to the Positive Behaviour for Learning program will include an increased focus on strengthening student relationships and supporting students to interact with kindness and care. The school will implement professional learning to develop a deeper understanding of how attendance and learning supports student engagement with attendance continuing to be a strong focus throughout 2022. Key messages using the Department of Education Every Day Counts resources will be communicated to the school community.

## 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"> <li>Increase the percentage of students reporting positive Wellbeing (Expectations for success, Advocacy and Sense of Belonging) at school to be at or above the system negotiated baseline target of 88.20%.</li> </ul>	<ul style="list-style-type: none"> <li>Tell Them From Me data shows 83.44% of students identify as having positive Wellbeing (Expectations for success, Advocacy and Sense of Belonging) indicating progress yet to be seen toward the system negotiated baseline target.</li> </ul>
<ul style="list-style-type: none"> <li>All staff will participate in relevant, evidenced based and NSW DoE supported professional learning</li> <li>PBL base line data collected and analysed</li> </ul>	<ul style="list-style-type: none"> <li>Specific whole staff professional learning (Attendance policy and High Performing and Gifted Education policy) has been delayed. These professional learning sessions will be rescheduled in 2022.</li> <li>Processes to collect and analyse Positive Behaviour for Learning data were established in Semester 2.</li> </ul>

• Increase the percentage of students attending 90% or more of the time to be at or above the system negotiated baseline target of 76.93%.

• The number of students attending greater than 90% of the time is 71.35% indicating progress yet to be seen towards the baseline target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$377,304.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mount Terry 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>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p>release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP).</p> <p><b>The allocation of this funding has resulted in:</b></p> <p>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><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>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>\$262,848.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mount Terry 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>• Wellbeing for all</li> <li>• Literacy</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>• additional staffing to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• professional development of staff to support student learning</li> <li>• employment of additional staff to support literacy and numeracy program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Data-informed teaching in K-2 Literacy with 5-weekly cycles of data collection in reading vocab, hearing and recording sounds. Literacy assessment data analysis informed the use of the Literacy intervention teacher. The school continued to target and engage high performing students through the high potential and gifted initiatives.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To further identify strengths to support and refine high potential and gifted education delivery. Teachers will continue to work collaboratively to engage in peer mentoring through lesson observation and feedback sessions and plan explicit teaching practice with a focus on comprehension, writing samples and numeracy.</p>

<p>Aboriginal background</p> <p>\$43,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mount Terry 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>• 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>• Gumaraa Cultural Awareness Program</li> <li>• Teacher release for PLP meetings and planning</li> <li>• Significant events including Sorry Day, Reconciliation Week and NAIDOC Week</li> <li>• Employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Aboriginal families engaging in the PLP process and, more importantly, conversations have become more authentic. Every Aboriginal student has a Personalised Learning Pathway (PLP) which is created in consultation with the parents and the student, and is reviewed at the end of the year with handover notes provided to the teacher for the following year. The SLSO employed to support Aboriginal students worked in classrooms and the playground to provide flexible and highly personalised mentoring and support. This employee has established strong relationships with the students and the parents as well as staff across the school. Aboriginal students were supported financially where required to support their involvement in extra-curricular activities. Our significant events such as Sorry Day, Reconciliation Week and NAIDOC Week were well-attended by parents and community. In our annual school self-evaluation process, all parents of Aboriginal students were contacted for feedback and 100% were highly satisfied with the Gumaraa Cultural Awareness program. Student engagement and satisfaction with the program was also very high.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Reviewing the format and focus of the PLP so that there are more specific literacy and numeracy goals as well as cultural goals.</p>
<p>English language proficiency</p> <p>\$21,838.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mount Terry 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>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All EAL/D students were monitored and assessed for academic growth and achievement. 18 students received withdrawal group support each week to support their literacy 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> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

<p>English language proficiency</p> <p>\$21,838.00</p>	<p>Ongoing support for students in beginning and emerging phases through highly differentiated programs within classrooms and through withdrawal group sessions.</p>
<p>Low level adjustment for disability</p> <p>\$207,709.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Mount Terry 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>• Literacy</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 a student welfare officer to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The LaST and SLSO's were able to provide differentiated support to targeted students through intervention programs and in-class support. The engagement of a speech therapist provided individual support to 35 students and assisted classroom teachers with strategies for follow-up at a classroom level. The Welfare Support Officer was able to provide one-one support for individual students experiencing significant personal welfare situations such as family separations, family deaths, threats of self-harm and anxiety.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022 we will continue the engagement of a speech therapist and also employ an exercise physiologist to support students with high level behaviour concerns linked with the need for physical activity and gross motor movement.</p>
<p>QTSS release</p> <p>\$128,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mount Terry 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>• Literacy</li> <li>• Numeracy</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 staffing to support staff collaboration in the implementation of high-quality curriculum</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> Twice each term, all teachers had the opportunity to collaborate with other members of their grade team and engage in professional learning for a full day that led to high quality literacy and numeracy pedagogy in each classroom across the school. Consistent teacher judgement was a feature of collaborative assessment practice and all teachers developed their capacity to use PLAN 2 to track and monitor the progress of their students to inform future teaching and learning. In the annual school self-evaluation process, 100% of staff found Planning Days highly beneficial and wanted</p>

<p>QTSS release</p> <p>\$128,000.00</p>	<p>them to continue in 2022.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>          Planning Days will be maintained in 2022 with a continued focus on improving literacy and numeracy teaching and assessment practices. There will be a concerted effort to develop Assistant Principals to lead aspects of the professional learning during Planning Days.</p>
<p>Literacy and numeracy intervention</p> <p>\$117,724.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Mount Terry 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>• Literacy</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 additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b>          A Learning and Support Teacher was employed full time to provide small group intervention to students who had been identified by the Learning Support Team as needing additional support. An additional interventionist teacher was employed one day per week to focus on the support of literacy practices within all K-2 classrooms. Staff feedback from the annual school self-evaluation indicated very high levels of satisfaction with the support intervention and every student who engaged with LaST intervention achieved positive growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>          The Learning and Support Teacher position and the intervention position will be maintained in 2022 to continue the focus on high quality literacy and numeracy practices. Links will be made with the whole school assessment schedule to assist with the identification of students targeted for support.</p>
<p>COVID ILSP</p> <p>\$276,316.00</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><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>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups in an ongoing fashion and to propose future directions.</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - Phonological Awareness, Phonics, Comprehension, Vocabulary and Number and Place Value.</li> <li>• leading and providing professional learning for COVID educators to enable them to effectively analyse and utilise data.</li> <li>• employing staff to provide online tuition to student groups in literacy and numeracy - during the learning from home period.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>COVID ILSP \$276,316.00</p>	<p>An overall significant improvement in student data relating to</p> <ul style="list-style-type: none"> <li>- Phonological awareness: 96% of Year 1 students are at the expected level of understanding in Phonological Awareness.</li> <li>- Phonics: 97% of Year 2 and Year 3 students are now at their expected level of phonics understanding.</li> <li>- Comprehension: 100% of Year 2 students displayed growth in relation to UnT 6 Indicators after explicit instruction.</li> <li>- Numeracy: 81-100% of students in Year 4 involved in the targeted explicit instruction, achieved their expected level of growth as assessed by IfSR and measured in PLAN2.</li> </ul> <p>Teachers are able to utilise department assessment resources effectively to inform their practice in Numeracy and Literacy. Classroom practices have changed and Phonological Awareness and Phonics pedagogies are now being integrated into classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continued use of small intensive group teaching practices that are driven by assessment data and tracked using PLAN2. Phonological Awareness and Phonics will continue to be a whole school focus for 2022. Numeracy and Vocabulary will be a future focus for Stages 2 and 3 small group tuition. Staff capacity will be built in the use of the small group strategies within the whole class environment and routines.</p>
<p>Literacy and numeracy \$21,234.85</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mount Terry 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>• Literacy</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>• Explicit differentiated teaching in phonological awareness and phonics.</li> <li>• Staff training and support in literacy, to build their capacity to plan and implement differentiated teaching strategies with a focus on phonological awareness and phonics.</li> <li>• Employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Explicit teaching of Phonics and Phonological Awareness K-2. 100% of students K-2 Phonological Awareness data was consistently collected in PLAN2.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Teacher release to deepen staff understanding of phonological awareness and phonics and to use assessment data to plan for whole class and individual needs.</p> <p>Teacher release to participate in professional learning to deepen understanding of assessment processes and data analysis. Observations of classroom practice will continue to develop the collective capacity of teachers to use phonics and phonological awareness teaching strategies.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	377	363	361	361
Girls	352	356	335	345

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.4	94.6	93	93.6
1	93.4	92.7	91.9	93.3
2	93.6	93.1	90.9	93.6
3	92.8	92.2	92.5	91.9
4	92.7	92.6	91.4	92.5
5	93.1	92.2	90.7	90.3
6	92.2	91.7	89.7	89.9
All Years	93.2	92.7	91.4	92.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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

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



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

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

## Management of non-attendance

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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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	27.63
Literacy and Numeracy Intervention	1.05
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	5.26

\*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 Actual (\$)
<b>Opening Balance</b>	687,504
<b>Revenue</b>	7,269,015
Appropriation	7,163,215
Sale of Goods and Services	1,090
Grants and contributions	104,141
Investment income	570
<b>Expenses</b>	-7,275,854
Employee related	-6,479,102
Operating expenses	-796,752
<b>Surplus / deficit for the year</b>	-6,839
<b>Closing Balance</b>	680,665

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>	375,893
<b>Equity Total</b>	535,685
Equity - Aboriginal	43,289
Equity - Socio-economic	262,848
Equity - Language	21,838
Equity - Disability	207,710
<b>Base Total</b>	5,102,727
Base - Per Capita	171,576
Base - Location	0
Base - Other	4,931,152
<b>Other Total</b>	535,924
<b>Grand Total</b>	6,550,229

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

In 2022, the school undertook a comprehensive annual school self-evaluation process. The process was led by the school's Leadership Team and included analysis of data and feedback collected through:

- a school-based annual survey for students, parents and staff;
- the Tell Them From Me survey;
- analysis of school-based data, check-in assessment data and NAPLAN data; and
- feedback from student and parent focus groups.

The data was analysed by the Leadership Team and the findings inform the 2022 activities within the Strategic Improvement Plan. Feedback from all aspects of the school community was overwhelmingly positive, especially given the challenges experienced throughout the extended learning from home period.

Some of the key aspects of feedback are detailed below.

Feedback from the student body indicated:

- 95% reported that teachers do a good job of helping them learn literacy and numeracy skills
- 88% felt the quality of teaching was high
- 92% reported that teachers set high expectations for student learning
- 75% were happy with the feedback they received about their learning and the direction teachers gave to them about areas for improvement
- 84% said that their teachers use learning intentions and success criteria regularly in their classroom
- Teachers are highly valued by the students.

A key area that students feel needs improvement includes a focus on student welfare, especially how students treat one another. 45% of students indicated that they feel 7-13 days absent per term is acceptable which requires further exploration and attention.

Feedback from the parent body indicated:

- 95% are proud to be part of the Mount Terry Public School community and highly value the teaching staff
- 96% of children like coming to school
- 91% believe the quality of teaching at Mount Terry is high
- 90% feel they have the opportunity to be heard and their views are listened to
- Over 98% indicated that they highly value teacher professional learning and development and strongly indicated their awareness of the school's emphasis on professional learning
- 85% believe the school is always looking at ways to improve
- 93% feel they have opportunities to be involved in the life of the school
- 93% are very happy with communication from the school
- 97% highly value the teachers at the school.
- Parents of the 137 students involved in targeted intervention programs rated those interventions and the feedback received from them very highly

A key area that parents feel needs improvement is the way the school provides feedback through the written reports. 17% of parents felt this needed improvement and more information about how their child could do better was needed in the report. 24% of parents feel 7-13 days absent each term is acceptable which requires further exploration and attention.

Feedback from teachers and other school-based staff indicated:

- 92% were highly satisfied with the opportunities to collaborate and plan with their colleagues
- 86% believe the school as a whole sets high expectations
- 94% were very happy with their opportunity to be involved in school planning
- 95% feel that they cater well for individual student literacy and numeracy needs
- 89% feel that data and evidence-informed teaching had a positive impact on their students

Key areas that teachers and other staff feel need improvement include developing school-wide practices and schedules for assessment and data collection and communication between senior executive staff and teachers.

# 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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Aboriginal education was significantly enhanced by the Cultural Awareness Program led by Gumaraa each fortnight throughout 2021. An evaluation of the program was conducted by surveying parents and students with 100% of all stakeholders highly valuing the program. Students, staff and parents/carers all want to see the program continue in 2022. The ongoing engagement of an Aboriginal SLSO contributed significantly to strengthening the links between school and Community. There is strong endorsement to continue this position in 2022 and beyond.

## 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.

## 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.