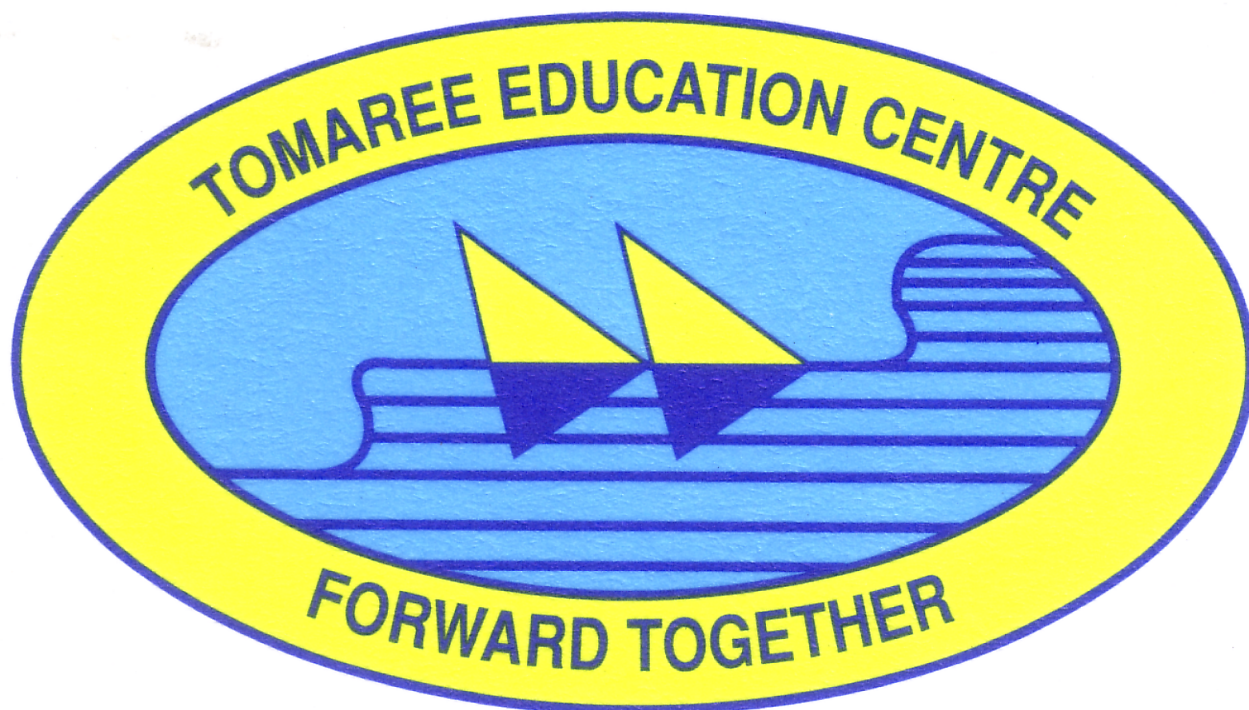


# 2022 Annual Report

## Tomaree Public School



2723

# Introduction

The Annual Report for 2022 is provided to the community of Tomaree 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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## Message from the principal

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2022 has been a year of many achievements despite challenges we still endured as a result of Covid-19. Like everyone, we have been dampened by constant illnesses within our community for the majority of the year but we were determined not to let that get in the way of great teaching, great learning and social events.

Our Year 2 students are shining stars this year with 92% of students achieving at or above expected reading level.

We achieved some equally impressive NAPLAN results with Year 5 students out performing Statistically Similar Schools in reading, grammar and punctuation and out-performing state in spelling. Our Year 3 students out-performed Statically Similar Schools in numeracy.

Year 5 Aboriginal students out-performed state in reading, grammar and punctuation. Year 3 Aboriginal students out-performed state NAPLAN scores in reading, writing, spelling, grammar and punctuation and numeracy. A massive achievement.

We are a very proud sporting community and we have celebrated many many sporting achievements throughout the year ranging from school level, to zone, regional and state level.

Following Covid-19 procedures we made sure we provided numerous opportunities for the school community to start to reconnect and we had a wonderful time at many social events this year, including Mothers Day, Fathers Day, P&C Disco, Book Week, NAIDOC, Colour Fun Run and Carols night.

The wonderful Tomaree PS P&C worked tirelessly this year to raise funds for the school and because of their enormous efforts the school hall will get a complete sound system upgrade and the hall walls will be refurbished so students can proudly display their artwork.

The end of every school year always brings excitement with new beginnings for the following year. We have a brand new K-2 English and Mathematics syllabus to launch into; we have the support of our Permanently appointed Assistant Principal Curriculum and Instruction, Mrs Lisa McGowan; and we have all stage 2 and stage 3 students fully equipped with their own laptops, headsets and microphones.

Next year, we will continue to refine our systems, practices and processes to support a greater sense of belonging, engagement and achievement for all students, staff and community at Tomaree Public School.

Michelle Heaney

Principal (Rel.)



## School vision

Tomaree Public School aspires to be an inclusive learning community dedicated to ensuring all students are known, valued and cared for by focusing on developing meaningful partnerships with staff, students and the school community.

## School context

Tomaree Public School is a regional, coastal school located in Salamander Bay at Port Stephens. Tomaree Public is an integral part of the current Tomaree Education Centre, along with Tomaree High School and the Hunter Institute of TAFE. This arrangement will undergo a significant change over the next 12 months, as TAFE begins its transition to its new site within Salamander Bay. The values of Respect, Responsibility and Personal Best underpin the school's overall culture and drives improvement at the school.

The school population is currently 344. This includes 42 students who identify as Aboriginal and 16 students from Defence Force families and 27 students with EAL/D backgrounds. Our school population is transient which leads to a high mobility rate, partly due to Defence deployment.

Tomaree Public has a non-teaching principal, five assistant principals, 13 mainstream classroom teachers, 3 special education teachers and 3 permanent SLSOs who work in the Multi-Categorical classes, a full time learning and support teacher, a full time librarian, 2 support/RFF teachers, a COVID Intensive Learning Support Teacher, an Aboriginal Education Officer (2 days per week), and a Technology Support Officer (TSO) one day a week. Tomaree's School Administrative Support Staff (SASS) allocation is 6.022. This constitutes a School Administration Manager (SAM), a General Assistant (GA) 3 days a week, and a full time and a part time School Administration Officer (SAO). This is supplemented through school funds by .6 to allow further assistance in the office area.

Tomaree Public School is a member of the Tomaree Learning Community (TLC) consisting of Tomaree High School and its partner schools, Soldiers Point, Anna Bay, Shoal Bay and Bobs Farm. Principals meet regularly each term to discuss issues pertaining to their own schools and the TLC, as well as to organise events such as the shared Education Week Award night.

Tomaree Public School has a very small, but dedicated P&C. The canteen is run by a canteen manager, employed by the P&C, and provides healthy and affordable lunches for students and staff. They are proactive in their fundraising efforts and consistently contribute to school resources and equipment.

Tomaree Public School is working explicitly on improving the skills and understanding of all students in literacy and numeracy. The school also provides opportunities for students in extracurricular activities. Tomaree Public is involved in PSSA zone trials in various sports, is represented in Zone and Regional carnivals and competes at gala days. A focus on creative arts through dance groups, choirs, and the school rock band. Stage 2 and 3 students have the opportunity to be involved in debating trials and competitions, with K-6 students participating in public speaking and the Spelling Bee.

Tomaree Public School provides a variety of leadership opportunities for students. The school has an active School Parliament which consists of the 2 School Captains, 8 student executive and class representatives. We have a Junior AECG who attend meetings at school, and also with staff at the AECG to provide Aboriginal and Torres Strait Islander students with an opportunity for student voice.

Students are currently being assessed through external and internal data collection and Learning Progressions to provide a base line for all students. Professional Learning Days support teachers with the collection, analysis and 'where to next', as well as providing consistent teacher judgement and opportunities for authentic collaboration. As a school we are committed to supporting staff to plan and prepare high quality evidence based learning experiences. Goal setting is a focus in all classrooms, enabling students to be engaged with their own learning and improvement. Continual monitoring of student performance against reading and numeracy targets will be monitored. The distribution of this information to parents and carers supports success of our initiatives and programs.

## 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise learning outcomes in literacy and numeracy we will further develop data driven teaching practices and collaborative goal setting.

### 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 and data practices
- High impact teaching

### Resources allocated to this strategic direction

**Professional learning:** \$21,070.00  
**Integration funding support:** \$150,501.00  
**Per capita:** \$88,776.50  
**Socio-economic background:** \$61,653.00  
**English language proficiency:** \$2,400.00  
**Low level adjustment for disability:** \$8,631.00  
**Literacy and numeracy intervention:** \$10,800.00  
**6101:** \$119,000.00  
**Literacy and numeracy:** \$13,828.00

### Summary of progress

The strategic management of school resources to employ an Assistant Principal, Literacy and Numeracy has supported rigorous and timely collection and analysis of assessment and data practices across K-6. Targeted professional learning in these areas has resulted in the continual development of teacher knowledge and expertise in the effective use of formative and summative assessments. The development of a whole school continuous assessment tracker has ensured teacher consistency and accuracy across grades. This robust whole-school approach has been embedded to include the collection and analysis of reading data every five weeks and numeracy data every ten weeks. The continual tracking and monitoring of data has led to higher levels of differentiated learning in every classroom and has informed flexible learning and intervention groups in all classrooms, with the Learning and Support Teacher and with School Learning Support Officers. In 2023, with the implementation of the new K-2 syllabus, an effective and purposeful assessment and data collection for mathematics will be sourced and implemented.

Individual learning goals for students are evident in every classroom across the school as a direct result of professional learning which prioritised capacity building of teacher knowledge and skills in explicit, point of need teaching instruction. The strategic support of the Assistant Principal, Literacy and Numeracy, working shoulder to shoulder in classrooms with teachers has enhancing pedagogical practices and upskilled teachers in the use of formative assessment to create daily learning goals for every student. Future direction will be to continue to work on developing these skills with a particular focus on the implementation of new ways of learning with the commencement of the K-2 syllabus.

### 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
Achievement of 2022 system-negotiated targets <ul style="list-style-type: none"><li>• Reading: Top 2 bands in NAPLAN in reading have an uplift of 7.5%.</li></ul>	2022 NAPLAN data indicates 31.9% of Year 3 and Year 5 students are in the top two skill bands (NAPLAN) for reading. This indicates a difference of 7.6% to meet the system-negotiated lower bound target.
<ul style="list-style-type: none"><li>• Numeracy: Top 2 bands in NAPLAN in numeracy have an uplift of 7%.</li></ul>	2022 NAPLAN data indicates 23.7% of Year 3 and Year 5 students are in the top two skill bands (NAPLAN) for numeracy. This indicates a difference of 7.4% to meet the system-negotiated lower bound target.
Achievement of system negotiated	Due to the absence of comparison data from the 2020 cancellation of

<p>targets</p> <p>Reading: Between 55.6% and 61.9% of students achieve growth in NAPLAN reading (baseline and lower bound target)</p>	<p>NAPLAN, student achievement data is unavailable for this progress measure.</p>
<p>Numeracy: Between 51.9% and 58.7% of students achieve growth in NAPLAN numeracy (baseline and lower bound target)</p>	<p>Due to the absence of comparison data from the 2020 cancellation of NAPLAN, student achievement data is unavailable for this progress measure.</p>
<p>Teaching - Data skills and use</p> <p>Staff are supported to establish processes for data use in planning and programming for reading and numeracy.</p> <p>Learning - Curriculum</p> <p>Staff are supported in curriculum provision and assessment in reading and numeracy data which is used to identify student learning needs and adjustments.</p>	<p>Throughout the duration of 2022, teaching staff consolidated effective processes for data use in numeracy and reading, ensuring point of need teaching for all students..</p> <p>Teachers have been upskilled in reading and numeracy curriculum provisions, with a particular focus on the new K-2 syllabus, resulting in continual improvements in teaching practices and internal assessment results.</p>



## Strategic Direction 2: Wellbeing and Attendance

### Purpose

To improve student outcomes through the implementation of whole school wellbeing and attendance initiatives.

### 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
- Attendance
- Improvement of Educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students

### Resources allocated to this strategic direction

**Socio-economic background:** \$9,196.00

**Aboriginal background:** \$42,030.33

**Literacy and numeracy intervention:** \$12,184.20

**Low level adjustment for disability:** \$119,958.90

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Decrease negative incidents by 10% from 2020 Data collection (361 negative incidents)</p> <p>Professional Learning and Behaviour strategy experts/mentors are available to support teachers based on individual student needs.</p> <p>Expectations of behaviour are codeveloped with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.</p>	<ul style="list-style-type: none"><li>• here was a significant improvement in student behaviour incidents recorded on Sentral., with a decrease of 68% from 2021 to 2022</li><li>• Professional learning opportunities were provided to staff in supporting student wellbeing to develop skills and strategies in creating and maintaining safe and supportive learning environments.</li><li>• All staff consistently and explicitly communicate expectations of behaviour through weekly PBL lessons which are driven by data.</li></ul>
<p><b>Achievement of 2022 system-negotiated targets for attendance</b></p> <ul style="list-style-type: none"><li>• Increase the proportion of students attending greater than 90% of the time by 6%</li><li>• Decrease the proportion of students attending less than 80% of the time by 20%</li></ul>	<ul style="list-style-type: none"><li>• target not achieved for students attending greater than 90% of the time by 3%</li><li>• target not achieved for students attending less than 80% by the time by 10%</li></ul>
<p>Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.</p> <p>The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing</p>	<ul style="list-style-type: none"><li>• All students can identify a staff member they can go to for support.</li><li>• Wellbeing of all students is supported by staff and embedded into PBL lessons</li><li>• The school planned for and monitored a whole school approach to student wellbeing and engagement. through PBL.</li></ul>



and engagement, to improve learning.	
An increase of 10% of students indicating they feel a sense of belonging on the Tell Them From Me Survey (79.2%).	<ul style="list-style-type: none"> <li>• Significant improvement was achieved for students indicating they feel a sense of belonging at school.</li> <li>• Year 5 cohort of students displayed a decline in sense of belonging.</li> </ul>

## Strategic Direction 3: Collaboration and School Culture

### Purpose

To promote a positive school culture through authentic engagement and high impact professional learning.

### 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.

- Collaboration and evaluation
- School Culture

### Resources allocated to this strategic direction

**Socio-economic background:** \$41,492.36

**QTSS release:** \$71,021.18

**Professional learning:** \$6,090.00

**Literacy and numeracy:** \$2,029.29

**Low level adjustment for disability:** \$16,330.00

**Location:** \$4,314.19

### 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
<b>Teaching - Learning and development</b> <b>Staff collaboration:</b>  Staff are supported to embed explicit systems that facilitate professional dialogue and collaboration, and provisions of specific and timely feedback between teachers.	The continuation of whole-school management systems will be developed that facilitate professional dialogue and collaboration, and provisions of specific and timely feedback.
<b>Staff evaluation:</b>  The school implements innovative practices and has processes in place to evaluate, refine and scale success.	The school will continue to trial innovative practices and prioritise implementing processes to evaluate, refine and scale success.
<b>Leading - Management practices and processes</b> <b>Parent evaluation:</b>  The leadership team implements strategies to enhance school community (parent and student) satisfaction shares its analysis and actions in response to the findings with its community.	The leadership team will continue to embed communication strategies to enhance school community (parent and student) satisfaction.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$150,501.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tomaree 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>• Assessment and data practices</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 employment of SLSOs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have been effectively supported to access curriculum and support their emotional regulation.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to support identified student needs through integrated student funding.</p>
<p>Socio-economic background</p> <p>\$112,341.36</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tomaree 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>• Assessment and data practices</li> <li>• Wellbeing</li> <li>• Attendance</li> <li>• Collaboration and evaluation</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 executive teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improvements in student outcomes in literacy</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuation of support funding to gain greater percentage growth in data for all students.</p>
<p>Aboriginal background</p> <p>\$42,030.33</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tomaree 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>• Wellbeing</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 teaching staff and SLSO</li> <li>• community consultation and engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have been supported in Literacy, Numeracy and Culture. With programs implemented 'Write it Right' and 'Bro Speak', students have felt a</p>

<p>Aboriginal background</p> <p>\$42,030.33</p>	<p>sense of belonging. Attendance increased for our Aboriginal and Torres Strait Islander students. We also saw an increase in NAPLAN results for those students in Year 3 and 5.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Funding support to be allocated for the employment of an Aboriginal Education Officer to support student academic outcomes through cultural connections.</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 Tomaree 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>• Assessment and data practices</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>• Engagement of EAL/D teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional learning provided by EAL/D specialist to all staff, ensuring staff awareness of EAL/D progressions. Opportunities for staff to work with EAL/D specialist regarding class programs and how best to cater for students from an EAL/D background. SLSO assistance for students from EAL/D background to implement relevant programs and learning opportunities to assist with the achievement of relevant student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Review current processes to further enhance specialist support through increased professional development.</p>
<p>Low level adjustment for disability</p> <p>\$144,919.90</p>	<p>Low level adjustment for disability equity loading provides support for students at Tomaree 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>• Assessment and data practices</li> <li>• Wellbeing</li> <li>• Collaboration and evaluation</li> <li>• School Culture</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 teacher support</li> <li>• Implementation of targeted intervention</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> teachers have implemented authentic individualised plans to support all students to achieve at their point of need and continue to learn at their point of challenge. Students have engaged in working towards personalised goals ensuring they access the curriculum at their point of need, resulting in fluid and responsive goal development.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Data reviews, at least every ten weeks, will continue to determine intervention support for students and point of need mentoring support for teaching and assessment practices.</p>
<p>Location</p> <p>\$4,314.19</p>	<p>The location funding allocation is provided to Tomaree 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</b></p>

<p>Location</p> <p>\$4,314.19</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration and evaluation</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>• technology resources to increase student engagement</li> <li>• additional staffing for teaching principal release</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students were provided with access to technology to enhance learning opportunities with additional teaching support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support success of this model through incorporation in 2023.</p>
<p>Professional learning</p> <p>\$27,160.00</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 Tomaree 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>• Assessment and data practices</li> <li>• Collaboration and evaluation</li> <li>• High impact teaching</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 the following impact:</b> consistency in planning and analysis of data to support continual improvements in teaching practices and student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continued in 2023 to further develop teacher expertise in collaborative inquiry as the underpinning structure of effective teaching and learning.</p>
<p>Literacy and numeracy</p> <p>\$15,857.29</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tomaree 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>• Collaboration and evaluation</li> <li>• High impact teaching</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>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students being able to access innovative online curriculum which enhanced learning and engagement for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continued to be used in a similar model, with a focus on upskilling all teachers on the literacy and numeracy learning progressions and the new K-2 syllabus through collaborative support to utilise authentic data to drive student outcomes.</p>

<p>QTSS release</p> <p>\$71,021.18</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tomaree 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>• Collaboration and evaluation</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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> collaboration embedded across the school where 100% of teachers took part in some form of negotiated observations, data talks and demonstration lessons.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continued to be timetabled into daily operations with a dedicated focus on reading to increase value add ensuring successful continuity of education and high expectations from primary school to high school</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Tomaree 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>• Assessment and data practices</li> <li>• Wellbeing</li> <li>• High impact teaching</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 interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> identified students being supported to access curriculum at their point of need ensuring individual goals are achieved and future goals determined.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continued in 2023 to support continual academic growth for identified students.</p>
<p>COVID ILSP</p> <p>\$113,673.00</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 2022.</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>COVID ILSP</p> <p>\$113,673.00</p>	<p>continuous improvements in literacy and numeracy development for students engaged in this intensive learning support program. Regular monitoring and tracking of student learning achievements across the literacy and numeracy progressions which built teacher expertise and provided opportunities for CILSP students to engage in learning at their point of need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continued in 2023 to support student growth and engagement in learning.</p>
<p>Per capita</p> <p>\$88,776.50</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Tomaree 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>• Assessment and data practices</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>• employment of specialist support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> supported improvements in systems and processes to support student engagement and achievement</p> <p><b>After evaluation, the next steps to support our students will be:</b> this model of support will be continued in 2023 to further support students academically, socially and emotionally.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	179	176	163	167
Girls	178	176	172	172

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.5	96.2	92.2	87.7
1	92.9	93.7	89.5	87.9
2	92.2	93.5	92.5	85.0
3	92.1	93.4	90.3	86.9
4	92.6	92.8	89.2	86.9
5	89.7	92.6	90.8	83.9
6	92.6	92.0	88.0	87.1
All Years	92.0	93.3	90.3	86.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	13.96
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.02

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	466,990
<b>Revenue</b>	4,322,084
Appropriation	4,180,458
Sale of Goods and Services	16,747
Grants and contributions	121,989
Investment income	2,889
<b>Expenses</b>	-4,348,119
Employee related	-4,027,520
Operating expenses	-320,599
<b>Surplus / deficit for the year</b>	-26,036
<b>Closing Balance</b>	440,955

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	150,501
<b>Equity Total</b>	301,692
Equity - Aboriginal	42,030
Equity - Socio-economic	112,341
Equity - Language	2,400
Equity - Disability	144,921
<b>Base Total</b>	3,148,609
Base - Per Capita	88,777
Base - Location	4,314
Base - Other	3,055,519
<b>Other Total</b>	326,886
<b>Grand Total</b>	3,927,689

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

Throughout 2022, Tomaree Public School implemented a range of survey methods to gather feedback, feelings and opinions from students, staff, families and community.

Survey methods included anecdotal notes and Sentral entries from formal and informal conversations with students and families, Class and School Dojo messages, phone calls, online survey forms, P&C, Tell Them from Me for students and families and The People Matters Survey for staff.

Analysis of the above survey data sources provided the following conclusions:

### **Student Satisfaction**

The student Tell Them From Me survey showed an increase in motivation to learn with 97% of students indicating high expectations for success.

Extra curricular activities were highlighted as important to students and the number of students who felt supported to engage in extra curricular activities increased. Increases in extra curricular creative and performing arts activities during lunch and recess play breaks have influenced engagement from students who may not otherwise participate.

### **Parent/Carers Satisfaction**

TTFM survey results highlighted an increase in the number of parents/carers who indicated they feel welcomed at the school and that the school supports the learning of their child/children.

### **Staff Satisfaction**

The staff survey results from the People Matters survey provided the following data:

93% of staff indicated people at work treat each other with respect

80% of staff indicated they feel comfortable trying new things at work

90% of staff indicated they understand what is expected of them to do their job well

# 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.

## 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.