

2022 Annual Report

Tacoma Public School



3147

Introduction

The Annual Report for 2022 is provided to the community of Tacoma Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

Tacoma Public is a caring, student-centred school with a highly professional staff and programs. Our Tacoma community prides itself on developing the whole child by providing a safe, engaging and challenging environment where relationships are valued and developed to ensure each child reaches their potential. Our vision is to nurture and develop life-long learners through high expectations for academic and well-being success.

School context

Tacoma Public School is located on the Central Coast of New South Wales. It is situated in a semi-rural setting above the northern bank of the Wyong River. The school acknowledges the Darkinjung people as traditional custodians of the land on which our school is built, and our children learn on, each school day. The current enrolment is 196 students with 29 Aboriginal students & 11% English as an Additional Language (EALD) in 9 mainstream classes. An extremely dedicated team of staff work together to maximise educational outcomes for all students.

At Tacoma Public School, students are valued as individuals and staff are committed to providing quality teaching and learning experiences. Although a relatively small school, Tacoma Public School offers a wide range of extracurricular activities for students, with all staff members dedicated to their on-going implementation, such as chess club, sporting teams, dance groups, choir and The Green Team. The school receives additional funding for equity programs and implements major initiatives focusing on improving literacy and numeracy outcomes, student well-being and ensures it is equipped with future-focused learning opportunities.

Tacoma Public School has strong alliances with the Wyong and Wadalba Learning Communities and values the rich opportunities for staff and students, including professional learning, strong transition programs and learning days. The school has strong links with Ngara Aboriginal Education Consultative Group and promotes cultural acknowledgement of Aboriginal families through an inclusive learning environment, programs and special events. We celebrate our cultural and community diversity every day. The school P&C works closely with the school to enhance the learning opportunities for all students. It actively supports existing programs, in addition to running the school canteen and uniform shop.

The school undertook a whole school situational analysis and, combined with the evidence-based research from 'What Works Best', led us to the three Strategic Directions of our four year plan. The need to improve student growth in both reading and numeracy, as well as increase the number of students achieving highly in these areas, are reflected in Strategic Direction 1 - Student Growth & Achievement and Strategic Direction 3 - High Expectations & Engagement. The initiatives that have been formulated within each strategic direction focus on student achievement, growth and teaching practices. These are Personalised Learning, Instructional Leadership and Teacher Quality. Our situational analysis also saw a need for continued work in the area of whole school behaviour and improving student attendance. This resulted in Strategic Direction 2 - Wellbeing. Initiatives within this strategic direction are Wellbeing and Attendance.

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	Excelling
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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting, analysing and using student data with an emphasis on explicit teaching, differentiation and using data to inform teaching. This is to ensure the implementation of quality and differentiated teaching and learning programs for every student is underpinned by evidence based strategies and embedded evaluative practice.

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.

- Personalised Learning
- Instructional Leadership

Resources allocated to this strategic direction

Socio-economic background: \$100,680.86

AP Curriculum & Instruction: \$180,685.20

Integration funding support: \$444,553.00

English language proficiency: \$2,621.49

Aboriginal background: \$22,984.23

Professional learning: \$15,375.83

Low level adjustment for disability: \$80,444.70

Summary of progress

Our work in Strategic Direction 1 this year was differentiated to support the professional growth of all teaching staff to deepen teaching practice for ongoing growth in student progress and achievement. It used the Department of Education's High Impact Professional Learning and and AITSL resources, to strengthen and improve the biggest in-school influence in the classroom - our teachers, as well as using student data to analyse and evaluate student understanding to identify intervention and modify teaching practice.

Our leadership team worked to create a reflective culture; an inclusive environment that enables learning and growth in every teacher in which new learning is applied to teaching practice. Using the human capital within our school, we sustained differentiated, collaborative, continuous professional learning strengthens teaching practice - taking in the individual teacher's experience and knowledge.

Teachers and school leaders take responsibility for the impact of professional learning on student progress and achievement. Assistant Principals and the Assistant Principal, Curriculum & Instruction (APCI) evaluate how adjustments in teacher practice following professional learning impact on student progress and achievement. Through carefully planned timetabling, teachers and executive regularly recalibrate and refine their practice to ensure ongoing progress and achievement for students.

We participated in Peer Teaching Rounds in Terms 1 and 2 and Lesson Study in Terms 3 & 4. Lesson Study aligned with the implementation of the State Strategic Support intervention which focused on a pedagogical method in mathematics where investigation and exploration of challenging tasks are key features of student learning. Lesson Study was the quality teaching, classroom observation strategy where a small team of teachers work together in a systematic cycle of planning, teaching, observing, refining and reviewing specific lessons. We saw a dramatic improvement in student engagement, voice and results, as well as teacher knowledge.

K-6 staff engaged with the new curriculum, with significant time provided to unpack the rationale, aims, outcomes and resources of English and mathematics through the suite of professional learning provided by the Department and our APCI. K-2 and intervention groups also used the new curriculum to guide student learning in phonics and phonemic awareness.

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
NAPLAN EXPECTED GROWTH Expected growth data not available due to Covid 19. Internal assessment measures used to monitor progress.	n/a
NAPLAN EXPECTED GROWTH Expected growth data not available due to Covid 19. Internal assessment measures used to monitor progress.	n/a
NAPLAN TOP TWO BANDS A minimum uplift of 4.7% of Students in Year 3 and 5 in Reading (NAPLAN).	Students in Years 3 and 5 together had an uplift of 5.1% to 40% (target 36.05%)
NAPLAN TOP TWO BANDS A minimum uplift of 6% of Students in Year 3 and 5 in Numeracy (NAPLAN).	Students in Years 3 and 5 together had an uplift of 3.25% to 15.1% (target 35.2%)
INTERNAL MEASURES A minimum uplift of 11% of students at appropriate year level for reading level (Running Records & Check in data).	94% students in Year 1 - 6 have shown positive growth in their reading, levels. 76% of students are at grade expectation in reading levels in 2022.
INTERNAL MEASURES A minimum uplift of 10.9% of students average scores for numeracy (Check in Assessment).	2022 Check In results are equal to or slightly below 2021 Check In results in numeracy.
ABORIGINAL STUDENTS All Aboriginal students show a minimum of one year of growth in reading and numeracy. (Running Records and Check In Assessment)	As we could not measure growth in NAPLAN, Check in data and internal assessment was used. This included running record levels, phonics assessments, phonemic awareness levels and school generated mathematics assessments. We saw growth across internal measures in all Aboriginal students 52% students received support through the Covid ILSP program and Early literacy program.

Strategic Direction 2: Wellbeing

Purpose

To develop, implement and embed sustained, long-term positive programs within a school culture where all students are healthy, happy, successful and productive individuals. We aspire for our students to be active and positive contributors to the school and society in which they live. Research indicates a strong link between attendance and student achievement. Monitoring student attendance is an important requirement of a school's duty of care to all students. Student engagement directly links to student attendance.

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.

- Whole School Behaviour - Positive Expectations Framework
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$30,150.00

QTSS release: \$37,464.25

Aboriginal background: \$19,715.00

Summary of progress

The Student Wellbeing/Behaviour Team was re-formed this year and a new format was introduced to increase student engagement in fortnightly Positive Expectations Framework (PEF) lessons. PEF School-wide System focused on explicitly defining, teaching and responding to expected behaviour and preventing inappropriate behaviour across the whole school, including the classroom. Our system is designed considering our school context and supports staff to be consistent. Data was collected through Sentral and staff observation and used to inform decision-making and put evidence based teaching and learning practices were put in place to encourage appropriate behaviour. The Goldie Dress-Up costume was introduced into our lesson slides. Goldie made their successful first appearance at the Book Character Parade.

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
TTFM data: Overall uplift of 5.4% in the areas of Sense of Belonging, Advocacy at School and Expectations of Success.	Tell Them from Me data shows a very small increase of 1% positive wellbeing from 2021 to 2022 at 85.4%. We have exceeded our lower bound target of 83.2%.
Attendance uplift of 4.5% attending school >90% of the time.	Due to NSW DoE Covid health guidelines continuation in Terms 1-3, attendance data has suffered. An improvement was seen in Term 3 and 4 from 31% to 68% of students attending >90% of the time.
A minimum uplift of 7.5% of students in the TTFM survey indicate that 'I feel good about my culture when I am at school' and a minimum uplift 3.7.5% indicate that their teachers 'have a good understanding of my culture'.	83% of Aboriginal students feel good about their Culture when they are at school. 84% of Aboriginal students indicated that their teachers have a good understanding of their Culture.

Strategic Direction 3: High Expectations & Engagement

Purpose

Our Teacher Quality Program supports the development and enhancement of pedagogy and content knowledge of teachers at our school through providing professional development opportunities, and structuring high quality teacher observation/self-reflection and feedback experience.

Our learning based on the work of John Hattie and the What Works Best document will support teachers in understanding student learning and in developing their practice individually and collectively.

We hold high expectations to improve as leaders and teachers. Our teacher quality programs are intended to help our teachers develop a shared understanding of what high-quality instruction looks like and what we need to do to support it. Using high impact strategies will improve teacher quality and engage all our learners.

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.

- Teacher Quality

Resources allocated to this strategic direction

Low level adjustment for disability: \$32,958.63

Socio-economic background: \$9,900.00

Summary of progress

The Peer Observation was a supporting and effective strategy in this strategic direction. Hattie describes the biggest in school factor on student achievement is the quality of the teacher. Through our differentiated professional learning program, the executive staff and APCI devised groups for Peer Observation based on teaching experience, stage and teacher need (identified from teacher observation, student results and teacher programming). We had our first year beginning teachers in one group. The foci was different for each of the four groups. Each group devised a focus based on teachers' individual needs and then used the observations as an opportunity to both learn, from others' practice and offer constructive feedback to peers. All classroom teachers participated, along with the RFF teacher and librarian. Although 55% of staff were nervous and apprehensive before the first round, 100% of teachers reported they gained knowledge about their own teacher practices (both behaviour and curriculum) and felt they had an area for growth. From these feedback sessions, the APs and APCI developed small group PL sessions that were delivered in the same week in the area that the teacher needed. It was explicit, purposeful and at teacher point of need.

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
An overall uplift of 5.4% in the TTFM survey in wellbeing A minimum uplift of 10% in Sense of Belonging.	Survey indicates 71% of students have a positive Sense of Belonging. 71% of boys reported a positive sense of belonging and 71% of girls. This is a 3% uplift from 2021.
A minimum uplift of 5% in Advocacy at School uplift.	Survey indicates an uplift of 3% in student Advocacy at School to 95%.
A minimum uplift of 2% in Expectations of Success.	Survey indicates 95% of students have positive Expectations for Success.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$444,553.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tacoma Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: All funded students in the school receive additional support in their learning and 100% have a Personalised Learning Plan and/or Behaviour Support Plan. All classes benefit from an SLSO for some part of the day, every day. SLSOs support playground through Tier 2 and 3 social programs. Our funded students each have goals they work towards that may be academic, social or emotional. For students who have academic goals, 100% of students have improved their reading, some significantly. Of the students who had social and emotional goals, 90% achieved on-going, continual success in achieving their goals.</p> <p>After evaluation, the next steps to support our students will be: Continued LST supporting classroom teachers with the continuing/changing needs of students with additional needs in their learning and behaviour. 2023 will see the Inclusive, Engaging, Respectful schools policy slightly change our personalised learning plans to comply with policy.</p>
<p>Socio-economic background</p> <p>\$140,730.86</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tacoma Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Instructional Leadership • Whole School Behaviour - Positive Expectations Framework • Attendance • Teacher Quality <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through State Strategic Support, Lesson Study and Peer Observation to support and improve student learning • employment of external providers (Speech therapist, School Chaplain, SLSO for individual reading program) to support students with additional learning needs. <p>The allocation of this funding has resulted in the following impact: Improved teacher quality and practice through evidence-based practices, as evidenced through increased student engagement and teacher attitudes. Speech Intervention Results: 100% of students improved in the above plus Articulation and Questioning Skills, Year 1 Receptive Language: A reduction from 13% to 0% in the moderate/severe difficulty range. An increase from 62% of students in the Working in Normal Limits range to 75%. Expressive Language: A reduction from 75% to 13% in the moderate/severe difficulty range. An increase from 6% of students in the Working in Normal</p>

<p>Socio-economic background</p> <p>\$140,730.86</p>	<p>Limits range to 44%.</p> <p>Phonological Awareness: A reduction from 63% to 6% in the moderate/severe difficulty range. An increase from 25% of students in the Working in Normal Limits range to 56%.</p> <p>Kindergarten</p> <p>Receptive Language: A reduction from 43% to 7% in the moderate/severe difficulty range. An increase from 14% of students in the Working in Normal Limits range to 43%.</p> <p>Expressive Language: A reduction from 43% to 7% in the moderate/severe difficulty range. An increase from 21% of students in the Working in Normal Limits/Borderline range to 51%.</p> <p>Phonological Awareness: A significant reduction from 92% to 36% in the moderate/severe difficulty range. An increase from 0% of students in the Working in Normal Limits/Borderline range to 43%.</p> <p>1:1 parent/carer support from School Chaplain and executive to improve student attendance and family wellbeing outcomes.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Our instructional model continued to support planning and teaching student-centred structured inquiry lessons in mathematics.</p> <p>All Kinder students will be screened in T1 for hearing and speech. A Speech Therapy program run by Speech Pathologists commencing mid T1 through to T4, supporting mild/moderate speech difficulties.</p> <p>Our Chaplain will continue to be employed for 2 days a week with the National School Chaplaincy Program. A local church and school funds will pay for a third day.</p>
<p>Aboriginal background</p> <p>\$42,699.23</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tacoma Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional Aboriginal staff to provide Cultural guidance and knowledge to support Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <p>All Aboriginal students who participated in the COVID ILSP program showed growth in both literacy and mathematics. Aboriginal students outperformed non-Aboriginal students in NAPLAN in Year 3 and 5 in numeracy, Year 3 Aboriginal students' average school score was slightly below non-Aboriginal students in reading. Year 5 Aboriginal students outperformed non-Aboriginal students in reading. Our half-term Yarn-ups were successful with 16 out of 24 families in attendance. All Aboriginal students performed at our end of year concert with the support of Mrs Simpson and Mrs Fraser. 83% of Aboriginal students feel good about their Culture when they are at school.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Combining with Tuggerawong PS to engage our Year 4 - 6 students in Dhinewan Mentoring Cultural Groups, including Dance and Didge.</p> <p>Continued Cultural knowledge development of staff through our Aboriginal staff sharing their knowledge through class lessons and story sharing.</p> <p>Aboriginal students' academic, wellbeing and Cultural goals and progress more closely monitored through improved PLPs.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at</p>

<p>\$2,621.49</p>	<p>all four phases of English language learning at Tacoma Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: Additional EAL/D support in the classroom has resulted in significant improvement in conversational English for our EALD and NAP students through games, maths games and singing/drama.</p> <p>After evaluation, the next steps to support our students will be: Although our students will not receive English Language Proficiency, they will be closely monitored through their classroom teachers and Learning Support Team.</p>
<p>Low level adjustment for disability</p> <p>\$113,403.33</p>	<p>Low level adjustment for disability equity loading provides support for students at Tacoma Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Teacher Quality <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers and interventionists. • employment of a Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact: 100% of students have made gains in the focus of the learning in speech therapy program.. All teachers use Daily Review which has resulted in students feeling more successful in remembering and applying basic and stage appropriate number facts and mathematical concepts. 100% of students who worked with SLSO on single sounds and blends achieved some progress, evidenced by testing.</p> <p>After evaluation, the next steps to support our students will be: Continue our intervention teacher to support students in Years 2 - 4 in literacy and numeracy. All Areas Speech employed in 2023 for hearing/language screeners on all Kinder children and continue small group language and speech groups with students with mild to moderate speech disorders. Trained SLSO to work with Year 1 and 'at-risk' students in Year 4 and 6 (determined from NAPLAN) on basic literacy concepts.</p>
<p>Professional learning</p> <p>\$15,375.83</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 Tacoma Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Professional learning</p> <p>\$15,375.83</p>	<p>including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Classroom teachers and SLSO work with LAST and APCI to gain specific knowledge in supporting students with additional needs. • LAST works closely with an experienced LAST mentor and APLAS to deepen knowledge of policy as well as strategies to support our vulnerable students and those students with learning difficulties. <p>The allocation of this funding has resulted in the following impact:</p> <p>100% of students who worked with SLSO on single sounds and blends achieved progress, evidenced by testing.</p> <p>100% NAP students have improved in conversational English, evidenced by the Itinerant Support teacher's report.</p> <p>All students with a diagnosed or undiagnosed disability or needing a learning adjustment has an PLSP.</p> <p>All students requiring behaviour support have a BSP that is updated regularly during the term and communicated with parents.</p> <p>Lower suspension rates showing behaviour plans and academic adjustments and modifications are being successful for individual students.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Classroom teachers given time to have rich hand over discussions about students to enable a smooth transition for all students.</p> <p>Kindergarten 2023 teachers read Transition to School reports for Kindergarten students along with parent/carer surveys, and work with LST where necessary to ensure a smooth transition to school.</p> <p>Classroom teachers work with Learning and Support teacher to support teachers to write, adjust and implement PLSPs and BMPs.</p>
<p>QTSS release</p> <p>\$37,464.25</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tacoma Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Attendance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> communication and support of parents of students with low attendance (90% of the time). <p>Individual students who have very poor attendance have improved through individual programs.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>One of our major focusses will be attendance in 2023.</p> <p>Attendance Team reformed and an action plan developed with weekly goals for individuals and the whole school determined. Strong communication to parents will be in every newsletter, school sign and messages. Classroom teachers will be upskilled and encouraged in communication with the community and developing on-going and successful class incentives to school. The attendance team will actively engage in individual goal setting with student and family.</p>
<p>COVID ILSP</p> <p>\$131,670.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>COVID ILSP</p> <p>\$131,670.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy -additive strategies • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact:</p> <p>Fluency Program: 20 Year 3 - 5 students participated in 3 x 15 minute interventions a week, targeting reading fluency. 92% of students improved their fluency significantly, with 8% making small gains. Overall, 100% of these students gained reading levels with 83% progressing to their expected benchmark.</p> <p>Reading: 24 students (Years 1 & 2) overall received intervention through small, explicit groups of students, four times a week (average). 92% of students achieved growth in phonics, phonemic awareness and reading levels with 63% of students moving more than 6 reading levels. 54% of these students additionally achieved growth to expected benchmark.</p> <p>Numeracy: 26 students (Years 1 & 2) overall received intervention through small, explicit groups of students, four times a week (average) as well as in-class support by an intervention teacher. 100% of students achieved growth in additive strategies. For Year 1 students, pre-testing before programming showed 40% of students were working at expected grade level compared to 100% at the post program assessment. For Year 2 students, pre-testing before programming showed 27% of students were working at expected grade level compared to 100% at the post program assessment.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Employ a 0.8 intervention teacher to work with small groups of students in an intensive, explicit program with a targeted approach.</p> <p>Employ an SLSO for 4 hours a day to provide explicit, individualised teaching of phonics, phonemic awareness and reading fluency for students who have not reached benchmarked levels. SLSO will work closely with the APCI, intervention teacher and LS teacher to guide and continually evaluate the programs effectiveness.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	115	111	106	108
Girls	99	94	92	89

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.0	93.8	93.6	86.6
1	91.7	94.5	92.6	86.1
2	93.3	92.5	94.1	86.8
3	93.9	94.6	92.5	87.0
4	92.1	94.3	92.9	84.7
5	91.4	93.3	93.9	85.1
6	90.8	93.7	93.9	85.2
All Years	92.4	93.7	93.3	85.9
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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.2
Classroom Teacher(s)	6.96
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	356,002
Revenue	3,043,603
Appropriation	2,917,774
Sale of Goods and Services	12,017
Grants and contributions	111,698
Investment income	2,115
Expenses	-3,062,727
Employee related	-2,686,105
Operating expenses	-376,623
Surplus / deficit for the year	-19,125
Closing Balance	336,877

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	444,553
Equity Total	299,455
Equity - Aboriginal	42,699
Equity - Socio-economic	140,731
Equity - Language	2,621
Equity - Disability	113,403
Base Total	1,600,478
Base - Per Capita	50,031
Base - Location	0
Base - Other	1,550,448
Other Total	305,585
Grand Total	2,650,071

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

STUDENT FEEDBACK

The Tell Them From Me (TTFM) survey reports on data was gathered after returning from home learning to school. Students from Years 4 - 6 (81 students) participated in the survey.

- 89% of our students saw themselves as having positive behaviour at school - above the state mean of 81%.
- 86% of our students had a positive growth orientation (compared to 79% State). This means students set challenging goals for themselves in their schoolwork and aim to do their best.
- 71% of students reported having a positive sense of belonging (state norm 81%) and an increase of 6% from 2021. Girls sense of belonging was equal to our boys (71%).
- Our students reported 36% of them experienced bullying at school which was equal to state mean of 36%.
- Our students reported having a high sense of advocacy at school (School mean 8.3 vs State mean 7.7). They feel they have someone at school who provides encouragement and can be turned to for advice.
- The majority of our students (81%) feel proud of their school.
- 28% of our students have a diverse cultural background and 96% of these students feel they are treated with dignity, fairness and respect by their teachers in regards to their background. 88% of these students say other students also treat them with dignity, fairness and respect in regards to their cultural/racial background. 85% of students have never experienced racism.
- 92% of students reported they pursue their goals to completion, even when faced with obstacles (perseverance level).
- Most of our students (77%) think that everything works in their classroom, it is clean and well-looked after and there is enough room for everyone. 90% of our students feel our grounds, library and canteen are clean and looked after.
- We had a significant improvement in our Aboriginal Students feeling good about their culture at school with 83% agreeing or strongly agreeing (an increase of 13% from 2021). Our Aboriginal students also think that their teachers have a good understanding of their culture.
- 62% of students (with a further 25% neither agreeing or disagreeing) agree or strongly agree they are expecting to finish high school and attend university. This is an increase of 8% from 2021.
- A focus has been on mathematics and open-ended, mathematical thinking this year. 90% of our students sometimes, usually or always like talking about mathematics with their peers. 94% of our students use materials and tools to help them solve mathematical problems.

PARENT FEEDBACK

The 'Partners in Learning' Parent Survey was completed in 2022 and had 37 respondents. Overall, our parents and carers rated above state average for 86% of the several aspects of their perceptions of their children's experiences at home and school.

Parents scored the school well above state mean for feeling welcome when they visit the school and speaking easily with their child's teachers about concerns they may have. Parents and carers overall feel the written information from the school is in clear, plain language, they are well-informed, and they can speak easily with the school principal. The school's administrative staff were identified as helpful towards questions or problems.

Tacoma Public School's average score was far above state average for student reports on progress are written in terms they understand, teachers inform families immediately if there are concerns with their child's behaviour, the school informing parents/carers about positive or negative behaviour and teachers informing parents if their child was not making adequate progress in school subjects.

74% of parents attended two or more meetings at school during the year. All parents communicated with their child's class teacher, 42% more than 3 times. 18% of parents who responded are involved in school committees. 45% of parents are involved in voluntary work at school other than school committees.

Parents scored above state average in the areas of encouraging and praising their child to do well at school. and talking to their children about feelings towards other children at school. The vast majority of parents do not spend time doing homework with their children.

Families rated our classroom teachers above state average for showing an interest in their child's learning, encouragement of students to do their best work and taking account of their child's needs, abilities, and interests.

82% of parents reported the school was able to access specialist assistance for their child when needed.

Parents and carers rated our school above NSW Government Norm for supporting positive behaviour, their children being safe at school and the school helps prevent bullying.

We rated far above average for being an inclusive school where teachers support students who need extra support or

have special learning needs. Our staff also rated highly in taking an active role in making sure all students are included in activities.

78% of parents identified the school was able to access specialist support for their child, when needed.

16% of the parents who responded to the survey identified as Aboriginal and/or Torres Strait Islander with 22% reporting their child identified as an Aboriginal and/or Torres Strait Islander student. 94% of these families believed our school is a culturally safe place for their children (6% neither agreeing or disagreeing).

Parents/carers responding to the survey find the newsletter (100%), emails (95%), social media (92%) and the website (92%) useful sources of information about the school.

- 71% of parents/carers expect their child to complete Year 12, 32% expect their child to attend university and 46% to attend TAFE.
- 100% of parents and carers believe our physical environment is welcoming, our school is well-maintained and is easily accessible.
- 73% believe the school has enough resources for their child who has an identified physical or learning disability (16% were unsure) and 94% of parents believe the school helps students with a disability or special needs.
- 89% of parents and carers would recommend our school to other parents.
- During the Learning From Home period, 89% parents/carers found the school supported them with information, 80% with student learning, 96% with resources.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.