2022 Annual Report

Teralba Public School

3183

Introduction

The Annual Report for 2022 is provided to the community of Teralba 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

At Teralba Public School our vision is to teach and inspire our students to become creative, resilient and resourceful, succeeding today whilst being prepared for tomorrow.

School context

Teralba Public School is a small school on the north western shores of Lake Macquarie on the land of the Awabakal people. The current school enrolment is 125, an increase from 67 in 2018. This enrolment has increased significantly over the past few years due to growth in the local suburb. It is anticipated that this trend will continue. Teralba Public School currently has an Aboriginal population of 22%. 5%of students come from NESB households. The current FOEI is 120 this is trending down due to the change in demographics. The school has an ICSEA score of 944. These figures identify us as a low socio- economic regional school.

Teralba Public School engages in a variety of extra-curricular activities including sport, public speaking, debating, Star Struck, drumming group, Premiers sporting challenge, Premiers reading challenge.

In 2020, Teralba Public School undertook External Validation. This involved a deep analysis of our strengths and areas to improve against the School Excellence Framework (SEF). Throughout this process, staff identified the need for a continued focus on quality teaching, learning and leadership, student wellbeing and community engagement. It was identified that the student wellbeing focus has assisted staff to achieve strong educational outcomes for all students.

Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What Works Best: 2020 update. As the research suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom. Focus needs include mathematics, reading, comprehension and attendance.

When conducting the analysis of the school wellbeing metrics it was evident that student sense of belonging is an area of ongoing focus. The literature (Student Wellbeing) identified core elements of focus that aligned to our needs. And while PBL is embedded across all the school, our reflection of progress is consistent with the literature that suggests that behaviour is only part of wellbeing and there is more work to be done that warrants inclusion of wellbeing in the new school plan. Therefore, we will have a whole school focus on activities that have been proven to work in other settings and are likely to work in ours. These activities drawn from the evidence base can be grouped broadly into 'promoting various school connections' and 'strengthening student wellbeing systems'.

Looking at the higher than usual staff turnover and employment due to school growth we ensure teachers are supported by a continuous and reflective system of professional learning that develops personal and professional skills. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes across the curriculum and to build strong foundations for academic success, all staff will monitor and use data to indentify the needs of individual students and their learning goals. We will develop student capacity to become self-directed learners who are empowered to drive their own learning in line with their goals.

Initiatives

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

- Literacy
- Numeracy

Resources allocated to this strategic direction

Socio-economic background: $8,000.00
Aboriginal background: $22,232.00
English language proficiency: $2,400.00
Low level adjustment for disability: $11,305.00
QTSS release: $5,976.00
Teaching Principal Relief: $49,622.00
Curriculum Reform: $3,231.00

Summary of progress

In Strategic Direction 1 Growth and Attainment, our school focus for 2022 was to ensure that effective strategies and processes for data analysis and reflection were being used consistently across the school. Focusing on high impact professional learning, stage based teams were guided through the process of developing consistent processes for collecting and analysing a variety of data sources to determine future directions for teaching and targeted strategies to support student growth. Data source inventories were conducted to measure the validity of school based and external data sources.

Professional dialogue on data analysis occurred on a regular basis in stage meetings to help support all students in reaching identified learning goals. Teachers used student data to plan and embed quality practices into their every day teaching and as a result, adapted their teaching and learning programs to reflect this. Student learning outcomes have been tracked through the collection and analysis of assessment data. Triangulation of internal and external data was consistent across the data sources demonstrating a high level of reliability. This data has been used to highlight areas that will be addressed in future school planning, such as a school wide focus on implementing consistent, high quality numeracy strategies and the allocation of human resources to strengthen and support Learning and Support across K-6.

Learning interventions were delivered K-6 to support student learning outcomes. Specialist Learning and Support staff collaborated with classroom teachers to develop targeted intervention strategies that met the literacy and numeracy needs of identified students. A tiered approach to learning and support was implemented through a variety of approaches including 1 to 1 individualised programs and small group instruction focused on specific learning goals.

The Assistant Principal Curriculum and Instruction (APC&I) has mentored staff to build their capacity to differentiate and individualise learning programs within the classroom so that strategies used in intervention groups are supported in classroom practice. Specialised Learning and Support teachers performed a deep analysis of the data which informed decision making about the formation of student groups and areas of development. COVID ILSP provided targeted, explicit instruction for literacy and numeracy. The allocation of this funding has resulted in the majority of the students in this program achieving significant progress toward their learning goals.

Next year in this initiative we will have a whole school focus on improving student outcomes in numeracy as our evaluation of internal and external data indicates that this is a priority area. Assistant Principal Curriculum and Instruction will provide a strong instructional leader model coordinating the professional learning for teachers, monitoring student outcomes and supporting the introduction of evidence based numeracy programs. Our aim is to moderate assessment tasks and to provide a structure and process for teaching teams to develop a shared and deep understanding of learning intentions and success criteria and the syllabus outcomes on which the assessment is based.

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
Minimum of 42.5% of year 3 and 5 students achieve in top 2 bands NAPLAN reading.	28.1% of students in Year 3 & 5 achieved top 2 bands in NAPLAN reading, 14.4% below target.
Maintain value add data (SCOUT) in Sustaining and Growing for 3 - 5 NAPLAN.	Value Addded data not available for the 2020/22 as NAPLAN did not occur in 2020
Minimum of 39.7% of year 3 and 5 students achieve in top 2 bands NAPLAN Numeracy.	21.9% of students achieved in the top 2 bands NAPLAN numeracy, 17.8% below target.
Identify students in tiers 1 and 2 in years K-2 using phonological awareness data.	100% of students K-2 screened
60% of students achieve expected growth in NAPLAN Reading.	No growth data available in 2022 as NAPLAN did not occur in 2020
Improvement as measured by the School Excellence Framework: Curriculum - Sustaining and Delivering Assessment - Excelling	The on-balance judgement determined by the school in the area of Curriculum is Sustaining and Growing, meeting target. The on-balance judgement determined by the school in the area of Assessment is Excelling, meeting target.
60% of students achieve expected growth in NAPLAN Numeracy.	No growth data available in 2022 as NAPLAN did not occur in 2020

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Strategic Direction 2: Connection of Learning

Purpose

In order to maximise student learning opportunities Teralba Public School will develop and nurture strong partnerships across a variety of areas including partner schools, community groups and parent groups. We aim to provide students with a wide range of supports, connections and experiences that will help them to become self-directed learners who are aware of their own progress and feel confident in their own abilities..

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.

- Student Wellbeing
- School Connections

Resources allocated to this strategic direction

Socio-economic background: $17,796.00
Aboriginal background: $1,228.00

Summary of progress

In the area of Strategic Direction 2: Connection of Learning, our school focus was on student wellbeing and attendance. Improved school systems to support students with poor attendance was established through the LAS team. Staff collaborated to build an inclusive learning environment in which every student felt known, valued and cared for.

A whole school approach to improve student wellbeing and engagement through the continuation of PBL and the Zones of Regulations. Expectations of behaviour were consistent across the school with all staff having a collective responsibility for creating positive, respectful relationships that create environments that are optimal for student learning. As a response to wellbeing data, research was undertaken to source appropriate social programs for Year 2 and 3 students, working closely with the Student Welbeing Officer.

Next year in this initiative we will continue to focus on developing strong wellbeing strategies that aim for all students to be healthy, happy, successful and productive individuals. The initiative will aim to create students who are active and positive contributors to the school and the society in which they live. PAX will be introduced across the school to ensure a whole school consistent approach to student self regulation. All staff completed Aboriginal cultural awareness and Turning Policy into Action professional learning in 2022.

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
Ongoing PLSP achievement of goals in regards to wellbeing, attendance and behaviour.	100% of students identified had PLSP with all staff meeting with parents/carers to discuss plans.
Improvement as measured by School Excellence Framework. **Learning** Learning Culture - Excelling Wellbeing - Excelling	The on-balance judgement determined by the school in the area of Learning Culture is Sustaining and Growing, not meeting the target. The on-balance judgement determined by the school in the area of Wellbeing is Sustaining and Growing, not meeting the target.
Evidence that some elements of the Wellbeing framework is observable within teaching programs.	No evidence of The Wellbeing Framework elements were observable in teaching programs. No professional development was conducted with a specific focus on The

Staff engage in further professional development with a focus on Wellbeing framework.	Wellbeing Framework.
Achieve a minimum of 77% of all students attending school 90% of the time or more.	47.8% of students attended school at least 90% of the time.

Strategic Direction 3: Quality Teaching Systems

Purpose

We will further develop and refine data driven teaching practices that are responsive to the learning needs of all students and ensure that quality teaching practices are developed and consistent across the school, inline with current research and student needs.

Initiatives

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

- Data driven practises
- Enhanced professional collaboration

Resources allocated to this strategic direction

Socio-economic background: $11,492.00
AP Curriculum & Instruction: $60,228.40

Summary of progress

In the area of Strategic Direction 3: COVID-19 restrictions has meant that the content for all Professional Learning has been limited with APC&I leading this.

Data use that informs teaching and learning has positively impacted teacher programming and student achievement. Evidence based pedagogies have been used throughout the school to facilitate this process. Teachers have utilised PLAN 2, Essential Assessment data and formative assesment to monitor and identify individual student learning strengths and teaching opportunities which has led to improved results. The increase of quality data and quality data analysis has enabled a more comprehensive way to longitudinally monitor and reflect on student accademic progress.

Differentiated support across all stages in the form of coaching and mentoring has been provided for staff at their point of need, however further support for teachers will be required in 2023. Staff responses in the People Matters survey indicated that the majority of staff have received feedback that improved teaching practice. Overall, the results of this survey indicated that teachers felt that they were working in a productive environment which promoted strengthening teacher capacity.

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
Learning sprints are sustained as embedded practice across the school with teachers applying a range of assessment strategies, informing teaching and learning	Staff used learning sprints regularly to improve professional practice. Each stage analysed data to determine learning sprint focus. Staff then worked collaboratively to set achievable goals and time frames. Time was allocated during weekly professional development to quickly review goals and adjust where needed.
Embedded practice of learning Intentions exhibited in all classrooms with students engaging in self-assessment and peer-assessment using success criteria for their literacy and numeracy goals.	Learning intentions are used throughout the school regularly but not consistently in all classrooms. Students engaged regularly in self assessment activities across the school. Looking forward, peer assessments can be used to better support student assessment.
Embedding collaborative practices and whole school professional development opportunities not just Executive. 30% of all staff professional development is identified by non	Staff worked collaboratively to plan professional development. This was done through the PDP process, staff meetings and data meetings. More than 30% of professional development was identified by non-executive staff.

executive staff.	
Improvement as measured by School Excellence Framework.	The on-balance judgement determined by the school in the area of Learning; Reporting is Sustaining and Growing, meeting the target.
Learning	The on-balance judgement determined by the school in the area of Teaching Effective Classroom Practice is Sustaining and Growing, not meeting the target.
Reporting - Sustaining and Growing	
Teaching	The on-balance judgement determined by the school in the area of Teaching Data Use and Skills is Delivering, not meeting the target.
Effective Classroom Practice- Excelling	
Data Use and Skills - Excelling	The on-balance judgement determined by the school in the area of Teaching Professional Standards is Sustaining and Growing, meeting the target.
Professional Standards - Sustaining and Growing	
Learning and Development - Excelling	The on-balance judgement determined by the school in the area of Teaching Learning and Development is Sustaining and Growing, not meeting the target.

Funding sources	Impact achieved this year
Integration funding support $91,834.00	Integration funding support (IFS) allocations support eligible students at Teralba Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs • Staffing to support structured playground supervision • Additional SLSO support during excursions **The allocation of this funding has resulted in the following impact:** An equitable timetable for human resource support was developed to ensure all students were allocated the correct amount of Student Learning Support Officer (SLSO) support to match their Integration Funding Support allocation. Executive and Learning Support Teacher supported staff through the development of Personalised Learning and Support Plans (PLSPs) that were developed with families. Support staff were part of meetings that involved internal and external agencies to ensure a holistic approach was taken to enhancing the social, emotional and academic outcomes of students. **After evaluation, the next steps to support our students will be:** Staff to set clear measurable goals for all students who access IFS. To explicitly timetable a more comprehensive structure for PLSP development plan throughout 2023.
Socio-economic background $37,288.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Teralba Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy • Student Wellbeing • School Connections • Data driven practises **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through APCI to support student learning • employment of additional staff to support Learning and Support Team and an above establishment class (6th class) implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** All staff have a deeper understanding of teaching phonics and reading with average Year 5 NAPLAN scores achieving above State and Similar School Groups (SSG) Year 5 demonstrated a major lift in Reading from a raw score 422 in 2017 to 509.8 in 2022 Year 3 demonstrated a major lift in Reading from a raw score 350.6 in 2017

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Socio-economic background $37,288.00	to 391.8 in 2022, down from 440 in 2021 Year 5 demonstrated a major lift in Spelling from a raw score 448.5 in 2017 to 513 in 2022 Year 3 demonstrated a major lift in Spelling from a raw score 373 in 2017 to 385 in 2022, down from 428 in 2021 The school utilised funds to employ extra teaching staff in order to target wellbeing needs across the school. This includes the writing of Access Requests, running small social groups and facilitating professional development. Attendance: Attendance rates of students above 90% declined in 2022 with 57.15% of students down from 76.12% in 2021. This may be due to 'learning from home' data. **After evaluation, the next steps to support our students will be:** Continue to engage APCI with additional time to support staff through mentoring, program supervision and professional development. Data shows that attendance rates for students has declined, next year, the school will continue to engage the LAS and SWO to support students and families achieve attendance goals.
Aboriginal background $23,460.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Teralba 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy • School Connections **Overview of activities partially or fully funded with this equity loading include:** • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of specialist additional staff (LaST) to support Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of additional staff to support literacy and numeracy programs **The allocation of this funding has resulted in the following impact:** An increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school. Weekly social media posts highlighting Aboriginal language and what is happening in class. Weekly Deadly Streaming classes to involve all Aboriginal students with an Aboriginal Elder. 55.6% of Aboriginal students achieved in the top 3 bands NAPLAN an increase from 33%, 2% above State Average. **After evaluation, the next steps to support our students will be:** Engaging a literacy and numeracy focus for Aboriginal students. Increased focus on teaching Awabkal Language. Improved connection and collaboration with Aboriginal Families.
English language proficiency $2,400.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Teralba Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

English language proficiency $2,400.00	**including:** • Literacy **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives **The allocation of this funding has resulted in the following impact:** This funding allowed for the engagement of an additional class teacher, LAS support and SSO. The impact of increased staff includes the reduction in class size, greater access to support systems and wellbeing support. The LAS teacher worked closely with classroom teachers in the development of differentiated learning programs, targeting EALD student needs. **After evaluation, the next steps to support our students will be:** EALD funding is minimal, to improve future impact staff professional development was identified in order to focus on individual student need. Increased staff release time to meet regularly with EALD parents is also planned.
Low level adjustment for disability $11,305.00	Low level adjustment for disability equity loading provides support for students at Teralba Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs **The allocation of this funding has resulted in the following impact:** This funding was used to employ learning support teaching staff during 2022. This funding also allowed for the engagement of an additional class teacher and SSO. The impact of increased staff includes the reduction in class size, greater access to support systems and wellbeing support. The LAS teacher worked closely with classroom teachers to development of differentiated learning programs, targeting EALD student needs. The LAS teacher was able to support staff in writing and implementing a differentiated learning program. **After evaluation, the next steps to support our students will be:** To further improve and refine our PLSP development, review and evaluation with parents. This will ensure the school is catering to the needs of every student with a diagnosed disability by ensure the voice of the student and family is heard. Specific goal setting for PLSP will be added in 2023, with staff reporting on these goals to the Learning and Support team and parents.
Professional learning $10,215.00	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 Teralba Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

Professional learning $10,215.00	**including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing **The allocation of this funding has resulted in the following impact:** Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results. Staff worked collaboratively together to implement the new English and Mathematics syllabus K-2 and evaluate it's impact on learning and teaching outcomes. **After evaluation, the next steps to support our students will be:** In 2023 a similar approach to staff professional development will take place. This will include the APCI and Executive staff supporting 3-6 staff through implementing the new 3-6 English and Mathematics Syllabus. Other staff with identified skills (ie mathematics and wellbeing) will also lead staff to build whole school leadership capacity.
Beginning teacher support $4,597.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Teralba Public School during their induction period. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • Additional RFF time allocated weekly • Additional Executive support and mentoring weekly • Additional professional development opportunities presented. **The allocation of this funding has resulted in the following impact:** Beginning teacher reported feeling supported in programming and implementing the new syllabus. The additional RFF time allowed for greater collaboration between teacher and executive. **After evaluation, the next steps to support our students will be:** Moving away from the Beginning teacher support funding, systems of support established in 2022 will still be in place in 2023 with APCI mentoring and team teaching.
QTSS release $27,007.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Teralba Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives **The allocation of this funding has resulted in the following impact:** Improved staff confidence and teaching practice. Teachers use learning

QTSS release $27,007.00	intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. Reduced class sizes has had a positive impact on student learning and wellbeing outcomes. **After evaluation, the next steps to support our students will be:** Continued executive support to increase mentoring time for all staff. In 2023, due to cohort sizes, additional teaching staff will be employed. This will allow Teralba PS to stay compliant to K-2 class size requirements.
COVID ILSP $54,000.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy • providing intensive small group tuition for identified students who needed additional support in Literacy (comprehension) and numeration **The allocation of this funding has resulted in the following impact:** 80% of students moved from Tier 2 or 3 support to Expected Achievement Stage 2 Reading fluency 40% of students moved from Tier 2 or 3 support to expected Achievement Stage 2 in understanding text with the remaining 60% in Tier 1 support up from 70% Tier 2 or 3 support. 100% of students moved from Tier 3 support in Spelling to Expected growth (50%) or Tier 1. 50% of Stage 3 students were assessed at 'High Achieving' in Multiplicitive Strategies, growing from 65% Tier 1 or 2. **After evaluation, the next steps to support our students will be:** In 2023, small group withdrawal groups will continue due to the high success rate of all students targeted in the COVID ILSP program. LAS teacher along with APCI will continue to monitor and supervise the small group sessions with 5 weekly data collected and analysed.
AP Curriculum & Instruction $60,228.40	Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practises **Overview of activities partially or fully funded with this Staffing - Other funding include:** • Supervision of data collection and reporting • Supervision of syllabus implementation **The allocation of this funding has resulted in the following impact:** Funding allowed for improved K-2 syllabus implementation through the APC&I. All staff expressed that they felt supported throughout this process and were confident in the delivery of the new syallabus Improved teacher mentoring time by 30%.

AP Curriculum & Instruction $60,228.40	**After evaluation, the next steps to support our students will be:** Continued staff support from the APC&I above DoE allocation. This will support the increased number of staff that can access regular support.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	48	53	65	60
Girls	33	46	55	59

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.3	95.2	94.3	89.8
1	89.9	89.9	91.7	88.2
2	95.1	90.4	94.7	85.2
3	94.6	89.2	90.8	90.2
4	97.0	95.9	92.6	86.5
5	93.0	89.9	92.9	90.9
6	83.8	92.0	93.4	90.4
All Years	92.5	91.5	93.0	88.6
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

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)	0.4
Classroom Teacher(s)	4.69
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*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	126,568
Revenue	1,553,505
Appropriation	1,482,381
Sale of Goods and Services	852
Grants and contributions	69,490
Investment income	782
Expenses	-1,542,586
Employee related	-1,398,038
Operating expenses	-144,548
Surplus / deficit for the year	10,918
Closing Balance	137,487

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	34,987
Equity Total	147,442
Equity - Aboriginal	22,232
Equity - Socio-economic	75,368
Equity - Language	2,400
Equity - Disability	47,442
Base Total	989,866
Base - Per Capita	30,322
Base - Location	0
Base - Other	959,544
Other Total	176,362
Grand Total	1,348,656

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.

Parent/caregiver, student, teacher satisfaction

Teralba Public School offers a variety of means to provide feedback and identify strengths and opportunities for improvement.

Tell Them From Me is an annual survey that students, staff and parents participate in to provide this feedback. The results and findings are below. A NSW Government Norm (GN) provided a mechanism to compare results to State norms.

Students

86% of students feel accepted and valued by their peers and by others at their school (GN=81%).

93% of students believe they have positive behaviour at school (GN=83%)

82% of students believe they have someone at school who consistently provides encouragement and can be turned to for advice (GN=77%).

85% of students believe teachers set clear goals for learning, establish expectations, check for understanding and provide feedback (G.N=75%).

Staff

89% of staff feel that they are supported by school leadership (GN=71%)

87% of staff feel that they were provided sufficient time to collaborate (GN= 78%)

89% of staff feel that the learning culture is positive at TPS (GN = 80%)

81% of staff feel that TPS use Data informed practice to drive pedagogy (GN=78%)

68% of staff feel they use technology effectively in their class (GN = 67%)

92% of teachers feel that the school is inclusive (GN=82%)

Parents/Caregivers

78% of parents felt welcomed at school (GN=73%)

65% of parents felt they were informed (GN=66%)

78% of parents felt the school supports positive behaviours (GN=77%)

76% of parents feel that TPS is a safe school (GN=74%)

72% of parents feel that TPS is an inclusive school (GN=67%)

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.

Aboriginal Education - School statement

In 2022, Teralba Public School introduced a Staff Aboriginal Education Committee. The aim of this committee was to become a valuable resource in teaching the Aboriginal students at Teralba Public School and teaching Aboriginal culture. Meeting each fortnight the committee introduced weekly Aboriginal Language words, supported staff in developing PLP's and provided leadership opportunities for Aboriginal Staff. With this strong platform established, all members of the school community at Teralba Public School are excited about the plans for 2023.

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.

Anti-Racism - School statement

Four staff members are trained as Ant-Racism officers, with one appointed as the active officer. When any disrespectful comments are made by students due to race, the school follows its wellbeing procedures then works with the Anti-Racism officer the resolve the concern. This involves education, conferencing with parents and counseling about the impact of their words and actions. The goal is for all students to make appropriate and respectful choices.

The school engages in the annual Harmony day and Anti-bullying day celebration.

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.

Multicultural and anti-racism education - School Statement

Teralba Public School is a diverse school, with students families identifying from all over the world and from a varity of backgrounds. As a school we participate in regular peer support lessons that celebrate diversity and acceptance. We participate in a variety of charity days to support harmony and acceptance. Other major events include NAIDOC week celebrations, and Harmony Day celebration. The school wellbeing programs are underpinned by acceptance, differentiation and understanding. Working closely with the school support officer, the Aboriginal Education Committee and the school Learning and support team, students are supported to be the best that they can be. These initiatives and

perspectives promote respect, and inclusivity and encourage community engagement.