

2022 Annual Report

Terara Public School



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Introduction

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

To foster a commitment towards enhancing and sustaining a culture of high expectations and teaching excellence by providing quality learning experiences for every child. Collaboration will be supported by a strong, cohesive school community who work together to develop creative, critical thinkers, preparing today's children for the future.

School context

Terara Public School is a small, semi-rural school located approximately 3km east of the Nowra CBD. Traditionally a dairy farming area, the school now also attracts students in the nearby subdivision of Worrigea. The school's enrolments have remained steady in recent years with approximately 90 students across 4 multi-aged classes. In 2021, 6% of students are Aboriginal.

Teaching and learning programs focus on providing strong foundations in the key learning areas of literacy and numeracy, with the goal of challenging and engaging all students. The student welfare policy is centered around the idea that all students are happy, resilient and achieving their individual potential. Teachers are dedicated to improving student outcomes and engage in professional development to ensure their knowledge, skills and understandings adopt best practice.

The school has developed a strong Science, Technology, Engineering and Mathematics (STEM) program that is a model of excellence in public education. Every student has opportunity to use flexible learning spaces across the school to enrich their learning. The school has been recognised for excellence in film making and in using technology to enhance and engage students in their learning.

The school maintains an excellent relationship and reputation with the wider community. Parent input is encouraged and valued. Parents are considered as partners in their children's education and the school believes that, as a community resource, we must remain an integral part of the community. School staff are seen as active community members, lifelong learners and professionals in their field. Their dedication, integrity and compassion has earned them respect from within the community. The school's focus on values education is underpinned by the core values of respect, responsibility, achievement and safety, all of which contribute to a culture of success.

The school has completed a situational analysis that has identified 2 areas of focus for our strategic improvement plan.

1. Student growth and attainment through explicit teaching and data driven practices.
2. Engaged and challenged learners through high expectations and evidence based professional learning.



Year 6, 2022

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is for teachers to approach student learning with the intent to improve outcomes and foster growth. Evidence-based practices underpin high quality teaching within a supported and collaborative culture. There is an ongoing commitment to develop skilled and high quality teachers.

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.

- Explicit Teaching practices
- Data Driven Practices

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$24,133.41

QTSS release: \$17,353.07

Low level adjustment for disability: \$35,008.66

Literacy and numeracy: \$3,000.00

Socio-economic background: \$25,653.00

Summary of progress

The focus for 2022 was to review literacy programs across K-6 and and introduce a new spelling program 'Smart Spelling'. This was based on research and evidence with review of maths following the QDAI (Question, Data, Analysis, Implications) process. Through staff feedback, the need to build teacher capacity in teaching number concepts was evident. The professional learning strategy around maths was to deliver evidence based numeracy programs with a focus on collaboration. The school is working towards systematically delivering skills, concepts and content knowledge in the right sequence to provide building blocks toward mastery. Teachers increased their understanding and confidence of teaching quality maths lessons through evidenced based numeracy instruction and classroom observation and modelling.

Staff have been provided with regular professional learning opportunities through the maths strategy initiative. Teachers have had the opportunity to work with a maths specialist to review teaching programs and use effective feedback to improve outcomes through explicit teaching. This resulted in teachers consistently reflecting, reviewing and adapting their teaching through informed data analysis with school based assessments e.g essential assessment (3-6) and Progressive Achievement Tests (PAT).

Next steps

- Embed the new Literacy and Numeracy K-2 syllabus to extend into years 3-6.
- Use explicit teaching to implement the K-2 Scope and Sequence and Sample units for 2023.
- Align assessment with the use of Scope and Sequence and Sample units.
- Continue to connect with colleagues in nearby schools to ensure teachers have the opportunity to compare the implementation of effective assessment, compare assessment results within the same stage and across other schools.

As a result, teachers have adopted a conceptual focus approach to teaching numeracy. They now regularly review and triangulate data to ensure positive student progress.

In 2023 Terara Public School will:

- Combine collaborative data rounds with collaborative coaching with a focus on reading and numeracy.
- Embed research-informed pedagogy gained from professional learning in reading and numeracy.

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

Top 2 Bands - Numeracy Achievement of system negotiated targets: • 35.6% of students achieve in Top 2 bands (or equivalent) NAPLAN numeracy	2022 NAPLAN data indicates 45.8% of students are in the top skill bands for Numeracy indicating the school exceeded the system negotiated target by 10%.
Top 2 Bands - Reading Achievement of system negotiated targets: • 58.1% of students achieve in Top 2 bands (or equivalent) NAPLAN reading.	2022 NAPLAN data indicates 70.8% of students in the top two skill bands for reading. Indicating an uplift in achievement. The school exceeded the system negotiated target by 12%.
Expected growth data not available in 2022 due to COVID-19. Internal assessment measures used to monitor growth.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Expected growth data not available in 2022 due to COVID-19. Internal assessment measures used to monitor growth.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement as measured by the School Excellence Framework Learning Assessment is self assessed at Delivering with some themes of Sustaining and Growing evident Student Performance Measures is self assessed at delivering with some themes of Sustaining and Growing evident Teaching Effective classroom practice is self assessed at Sustaining and Growing with some themes of excelling evident Data skills and use is self assessed at Sustaining and Growing with some themes of excelling evident	Self Assessment against the school excellence framework in the element of learning shows the school currently performing at Sustaining and Growing. Self Assessment against the school excellence framework in the element of Teaching shows the school currently performing at Sustaining and Growing. Self Assessment against the school excellence framework in the element of Data Skills shows the school currently performing at Sustaining and Growing.



Purpose

The students at Terara Public School will be engaged and challenged learners. The school community will have high expectations of student achievement and teachers will collaborate to design programs that are differentiated, creative and meaningful. The staff will have access to high impact professional learning that is evidenced based.

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.

- Engaged and Challenged Learners
- Collaboration and High Impact professional Learning

Resources allocated to this strategic direction

Aboriginal background: \$4,520.12

Integration funding support: \$212,085.00

English language proficiency: \$2,400.00

Professional learning: \$9,511.27

Location: \$1,125.06

Summary of progress

In 2022, Terara Public School implemented a range of initiatives to increase student engagement and monitor student wellbeing. This was achieved through a diverse range of programs and platforms including; creative arts, indigenous programs to foster student engagement and a holistic approach to school.

To improve teacher understanding of inclusive practice, teachers engaged in a range of professional learning focussed on student Wellbeing. Trauma Informed Practise was used as a foundation for implementing strategies across all classrooms. This has resulted in a stronger student voice and sense of wellbeing, as shown in our *Tell Them from Me* data.

Our Ripple project provided valuable data in understanding the trends in student wellbeing and the students that required additional support. Classroom teachers were able to 'check in' on students that had a pattern when responding to questions around school, peers and family relationships. The school developed a set of 'Learner Qualities' that come from consultation with students, staff and parents. The values that were identified were;

- Be persistent
- Be curious
- Be collaborative
- Be respectful

Our staff took part in cultural awareness training to broaden our knowledge of leading effective Aboriginal education at Terara Public School. This professional learning has led to the development of staff and student Acknowledgements of Country and their consistent implementation across all school meetings and events. The school in partnership with the AECG and elders in our community, developed a personalised 'Acknowledgement of Country' specific to our community and context

In 2022, we will continue our work in trauma-informed practice, providing training for all staff, alongside implementation of the 'Resilience Doughnut'. We will share and celebrate our personalised 'Acknowledgement of Country' but having signage and artwork made to accompany it. All staff will participate in a 'Connecting to Country' experience with local organisation 'Dijurba Waagura'. Our Learner Values will be launched across the school and embedded in teaching and learning. We will continue with tracking student wellbeing with the Ripple

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
Attendance A 3.2% uplift in the percentage of students attending school at least 90% of the time	The number of students attending greater than 90% or more of the time is 34.24% indicating progress yet to be seen toward the lower bound target.
Wellbeing Tell Them From Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift of 2.7%	Tell Them From Me data shows 100.00% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating an outstanding achievement.
High Expectations <ul style="list-style-type: none"> • School self-assessment of the theme 'High Expectation Culture' from the element Educational Leadership is demonstrated at Delivering with some practices of Sustaining and Growing evident • Annual Tell Them From Me student survey data demonstrates growth over November 2021 in the following drivers of student outcomes 'Explicit teaching practices' and 'feedback' • Introduce explicit learner qualities to school community and commence implementation • All students have personalised learning goals in literacy that are informed by assessment data 	Self assessment against the School Excellence Framework in the theme High Expectations Culture indicates the school is at Sustaining and Growing. Tell Them From Me (TTFM) data indicates a measure of 7.3 in Explicit teaching practices. The NSW Government Norm is 7.5 Tell Them From Me (TTFM) data indicates a measure of 7.3 in Feedback The NSW Government Norm is 7.5 All students have personalised learning goals in literacy that are informed by assessment data and are reviewed regularly.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$212,085.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Terara 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"> • Engaged and Challenged Learners <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 with additional learning and social/emotional needs • Implementing MacLit for funded and non-funded students in Years 3-6 • Release for classroom teachers to collaboratively write Personalised Learning and Support Plans (PLSP) for funded students and to work in partnership with agencies, families and students to ensure the goals are measured and achievable <p>The allocation of this funding has resulted in the following impact: All funded students have demonstrated progress towards their literacy, numeracy and social goals as set out in students personalised learning and support plans (PLSP). All PLSP's were regularly updated and responsive to student learning needs and programs ensuring eligible students receive personalised learning and support within their own classroom.</p> <p>After evaluation, the next steps to support our students will be: To train all new staff members in Multi Lit and Mini Lit and implement a reinforced reading program across the school which SLSO's will implement. Continue to review student goals and adjust programs accordingly and to formalise the data collection of funded students through internal assessments suitable for student needs.</p>
<p>Socio-economic background</p> <p>\$25,653.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Terara 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"> • Explicit Teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Multi-Lit to support identified students with additional needs • supplementation of extra-curricular activities • professional development of staff in additive and multiplicative strategies to support student learning • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Excellent growth in reading and numeracy for Years 3 & 4 as evidenced through both internal data and the check in assessment data.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$4,520.12</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Terara 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</p>

<p>Aboriginal background</p> <p>\$4,520.12</p>	<p>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"> • Engaged and Challenged Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • Working with Dijurba Waagura to facilitate and implement cultural awareness programs across the school K-6 • Aboriginal Dance group formed and learnt traditional dances that were performed at the end of year concert <p>The allocation of this funding has resulted in the following impact: An embedded focus on Cultural awareness and perspectives across the curriculum. All students participate in Cultural Awareness lessons and a wellbeing survey indicates that 95% of students 'strongly agree' that the 'cultural awareness ' lessons with Dijurba Waagura are engaging and purposeful to building their understanding of Aboriginal history. Personalising the Acknowledgement of Country to Terara Public School has resulted in an authentic representation of our local area and history and created school ownership</p> <p>After evaluation, the next steps to support our students will be: To purchase quality resources to support Aboriginal perspectives in the curriculum and continue with cultural connection programs for all students K-6. The school will introduce a new program through Dijura Waagura 'Walking on Country' in 2023.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Terara 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"> • Engaged and Challenged Learners <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 support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Targeted support to ensure that our small number of children from non English speaking backgrounds receive appropriate support.</p> <p>After evaluation, the next steps to support our students will be: Continue with targeted support for students from non English speaking backgrounds and ensure that there is comprehensive data to track growth and respond to student needs to target appropriate support.</p>
<p>Low level adjustment for disability</p> <p>\$35,008.66</p>	<p>Low level adjustment for disability equity loading provides support for students at Terara 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>

<p>Low level adjustment for disability</p> <p>\$35,008.66</p>	<ul style="list-style-type: none"> • Explicit Teaching practices • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention multi-lit, mini-lit and numeracy intervention to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: All students that require additional support have an Individualised Learning Plan. The ILP was reviewed each term and adjustments made. Support was through targeted in class programs and withdrawal for students that need targeted intervention in Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue to identify student needs through internal and external assessments and support students' academic and social needs through targeted literacy, numeracy and well being programs.</p>
<p>Location</p> <p>\$1,125.06</p>	<p>The location funding allocation is provided to Terara Public School to address school needs associated with remoteness and/or isolation.</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"> • Engaged and Challenged Learners <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: All students are able to participate in extra curricula activities and no student is excluded due to financial hardship.</p> <p>After evaluation, the next steps to support our students will be: All students are identified that require financial assistance. The school communicates to parents and carers that assistance is available for any child that requires it or families experiencing financial hardship.</p>
<p>Professional learning</p> <p>\$9,511.27</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 Terara 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"> • Engaged and Challenged Learners <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: The school used effective assessment strategies to monitor student data and track progress and data analysis was embedded in professional learning meetings. School trends were identified and teaching and learning was informed by data.</p>

Professional learning \$9,511.27	<p>After evaluation, the next steps to support our students will be: Continue to use effective assessment practices to track student progress. The APCI will support the implementation of the K-2 English and maths syllabuses.</p>
Literacy and numeracy \$3,000.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Terara Public School from Kindergarten to Year 6.</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"> • Explicit Teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: Stage 1 syllabus was implemented in 2022 under the Accelerated Adopter program. Professional learning was provided to successfully implement the units of work and feedback was an integral part of teaching and learning cycle. Stage 1 teacher was supported and mentored throughout the implementation phase.</p> <p>After evaluation, the next steps to support our students will be: The new English and maths syllabus will be taught in 2023. Resources and programs such as Initial Lit will be the foundation of our literacy programs in K-2 and resources will be allocated to ensure the program can be taught effectively in year groups as opposed to stage groups.</p>
QTSS release \$17,353.07	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Terara 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"> • Explicit Teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: A teacher was employed in the role as instructional leader in mathematics. Teacher capacity was built through professional learning which was followed with modelled teaching, team teaching and then explicit feedback. As a result, teachers developed a deep understanding of additive and multiplicative strategies and how to provide quality differentiation in the classroom. Our involvement in the Eddie Woo - Maths strategy project resulted in teachers providing students with challenging mathematics tasks and opportunities in global maths competitions was offered for High Potential Gifted and Talented students.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>QTSS release</p> <p>\$17,353.07</p>	<p>In 2023 we will be implementing the new maths syllabus in K-2. Internal assessment practices will be refined across K-6 using Essential Assessment and PAT tests as well as formative and summative assessment practices. We will be trialling 'A teaching place, A Learning Place' and our Assistant Principal Curriculum Instruction will be supporting teachers through professional learning, data analysis and classroom support</p>
<p>Literacy and numeracy intervention</p> <p>\$24,133.41</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Terara Public School who may be at risk of not meeting minimum standards.</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"> • Explicit Teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: This budget allocation was combined with the Literacy and Numeracy staffing allocation to ensure that we had 2 part time Learning and Support Teachers and an SLSO employed to run intervention programs in K-6.</p> <p>After evaluation, the next steps to support our students will be: To continue to allocate funding for Literacy and Numeracy interventions. The school will also continue to employ an SLSO to implement Macquarie University Literacy series and to extend that support to a reinforced reading program which will be run by an SLSO across 3-6.</p>
<p>COVID ILSP</p> <p>\$44,053.00</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>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 - [focus area] • employing/releasing staff to coordinate the program • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact: Small group targeted programs have been implemented for identified students from K-6. The MiniLit program is setting students up for success with reading, writing and spelling. Students are demonstrating growth in phonemic awareness, phonics skills and confidence. The Stage One students are improving their blending and segmenting skills. Their overall decoding ability has seen an increase in results from the Mini-Lit assessment. The Stage 2 and Stage 3 students have benefitted from small group instruction in MacqLit lessons. The data shows that all students made growth in the progress measures.</p> <p>After evaluation, the next steps to support our students will be: To continue implement small group tuition using the Macquarie University</p>

COVID ILSP \$44,053.00	Lit series. Learning and Support teacher to work with K-2 teachers to implement and run Initial-Lit in year groups for the daily literacy session.
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	45	42	41	37
Girls	49	50	48	56

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.0	94.6	93.3	90.5
1	93.5	95.4	96.3	86.3
2	94.1	96.5	93.9	91.1
3	93.8	92.0	97.3	87.3
4	94.3	94.9	96.8	88.5
5	93.9	93.0	93.7	84.9
6	95.1	95.2	91.4	86.3
All Years	94.0	94.7	94.6	88.0
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
Classroom Teacher(s)	3.49
Literacy and Numeracy Intervent	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*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	44,019
Revenue	1,329,554
Appropriation	1,289,434
Sale of Goods and Services	509
Grants and contributions	39,007
Investment income	604
Expenses	-1,286,633
Employee related	-1,136,999
Operating expenses	-149,634
Surplus / deficit for the year	42,920
Closing Balance	86,939

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	212,085
Equity Total	67,582
Equity - Aboriginal	4,520
Equity - Socio-economic	25,653
Equity - Language	2,400
Equity - Disability	35,009
Base Total	831,485
Base - Per Capita	22,489
Base - Location	1,125
Base - Other	807,871
Other Total	69,949
Grand Total	1,181,101

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.

Teacher Satisfaction

Teacher surveys showed that;

- 90% believed that leaders are leading improvement and change (no disagreements with statement)
- 82% stated that leaders clearly communicate their strategic direction and values for the school (no disagreements with statement)
- 90% reported that the school does a good job of implementing curriculum change (no disagreements with statement)
- 95% believed that the school is a welcoming place (no disagreements with statement)
- 95% reported that the school is a culturally safe place (no disagreements with statement)

Areas for development: teachers report that they would like more support with curriculum reform and leadership opportunities.

Parents and Community (P&C) President Report

As the 2022 year quickly approached the end, the P & C highlighted some of the events held throughout the year, to not only raise funds to purchase items for our students but also contribute to their team building and offsite education activities that our kids are lucky enough to be part of.

The year started with the annual Welcome BBQ, a night aimed as a meet & greet for our new families and an opportunity for our existing families to come together and have a relaxed and enjoyable evening in our school grounds.

Terara Public School was a place to vote come election day, which gave the P&C an opportunity to hold a bacon & egg BBQ and cake stall. We had a very well supported cake stall with lots of baked goods to sell. Thank you to all those who donated goods or their time to serve on the day.

The kids always love a disco. In 2022 the school was able to hold two events. A nighttime one earlier in the year, where I think parents enjoyed the night just as much as the kids did. Thank you to the teachers for providing the kids time to boogie the day away earlier this term with a daytime disco. Always a hit with the kids.

Our kids were treated to a day of wearing their pyjamas to school and enjoyed a hot chocolate complete with marshmallows. It was great to see our school community working together to allow our kids these little extras.

The money raised from these events is always used with the students in mind. A couple of items the P&C purchased in 2022 include funds towards a new sound system and a set of decodable readers for our younger students for years to come. Some vouchers were also presented at the school presentation assembly. The P&C provided our new Kindy kids with hats and library bags and also the bus services for the intensive swimming lessons and the end of year reward day excursions.

The Terara Country Fair will be back again in 2023 in October. Planning has started for this event. Anyone who is interested in the organising or has some new ideas please reach out to the P & C.

Lastly, I would just like to thank all of the P&C. It is a team effort to run all these events and I would sincerely like to thank every member of the P&C as well as all the school community who have contributed to making our kids have an enjoyable time during their school years. I wish our outgoing families all the best for the future chapters in their lives and welcome our new families joining us here in Terara.

Kyleigh Cochrane

P&C President 2022

School Captain's Report

As many of you know, and to those who don't, my name is Airlie Stevens, and as I am handing over the badge of captain for 2023. I am going to take you through my journey at Terara Public School.

Let's travel back to 28th of January 2016. My first day of school as a Kindergarten student with the colourful Miss Cooper. The day I met all my friends that I would have until the last day of school. This was also the year I had the amazing help from Mrs Mazengarb who stayed with me in Year 1 and again this year.

In year one and two I had the adventurous Miss Gould and Mrs Austin who would take us through journeys of learning and fun I could never forget, going into year two with the generous Mrs Mustapic was super fun because she made every

learning activity enjoyable. This is when one of my hobbies became running and I've been lucky enough to continue to be coached by Mrs Mustapic for my running up until now.

I've had a few different principals in my time at Terara including Mr White, Mrs Sansom and now Mrs Chalker. They've all been so fun and supportive of my time at Terara and I thank them for looking after me.

In the seven years I have been in this school, Terara has always welcomed me with open arms and taken me in as their own. Experiences that I will never forget including Canberra camp, Platypus project, the moment in time concert, discos, pyjama days and so many more that if I wrote them all we'd be here all day.

I've made some amazing friends along the way who have made my time at Terara so much fun. Good luck to the staff, the new class leaders for 2023, and to everyone at Terara, I'll miss you!

Airlie Stevens

School Captain 2022



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.