

# 2022 Annual Report

Terranora Public School

# TERRANORA PUBLIC SCHOOL

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CARE AND EXCELLENCE

3189

## Introduction

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

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

### School contact details

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## Message from the principal

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I am pleased to present the 2022 Annual School Report for Terranora Public School. It has been my privilege to lead this outstanding school community. After a challenging 2021, we again faced further challenges and the obstacles that come with a global pandemic and natural disasters which adversely impacted our local area. Our school has continued to build community connection, refine explicit instruction, delivering clarity of purpose and enhancing student engagement and empowerment. We are proud of our learning culture, one where our children care for and encourage each other to grow and shine. I congratulate our students for their ongoing resilience and compassion and their commitment to the opportunities provided by our school. I thank our teaching and administrative staff for their tireless efforts to support our students and school community. Their unwavering dedication to our students, their commitment to excellence, and their passion for education are an inspiration to all. I also acknowledge the ongoing and generous support of our parents and carers, and volunteers who form the Parents & Citizens Association. Their willingness to collaborate and help us navigate the challenging times is a source of strength and comfort for the entire school community.

Mr Joshua Stephens

Principal (Rel)

Terranora PS

## School vision

At Terranora Public School we believe in 'Care and Excellence' within an inclusive environment so that students reach their true potential and become confident, creative individuals who are prepared to embrace 21st Century changes to build our community for today and tomorrow.

## School context

Terranora Public School stands poised on the rim of the escarpment overlooking the Terranora Broadwater and the South Pacific Ocean to Surfers Paradise. The school has an enrolment of 357 students, of which 6% identify as Aboriginal and/or Torres Strait Islander and 2% have English as an Alternate Language or Dialect (EAL/D). The school offers a rich and varied educational program combining, academic, sporting, cultural and social opportunities. This provides a strong foundation upon which successful, diverse programs are developed.

Terranora Public School has a far reaching reputation for care and excellence. The school's academic achievement has been recognised within the school and the wider community. Our exceptional teaching staff encourage high expectations and success in learning for every student. Our student population is well supported by parents and community.

Terranora Public School is part of the Aurora Learning Community (Banora Point High School, Centaur Public School, Terranora Public School) which encourages middle school students to participate in transition to Year 7 programs, offered by Banora Point High School.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved consultation with students, staff, parents and the local AECG.

The school has identified system-negotiated target areas in reading and numeracy. We are committed to continually improving effective classroom practices with high impact professional learning for all staff being the key to ensuring this. Work will take place on developing consistency across the whole school regarding the implementation of effective evidence-based teaching methods including formative assessment techniques. Additionally staff will be supported in developing a consistent understanding of data concepts, analysis and use of student assessment data to identify student achievement and inform teaching.

Further work will need to occur around how innovative enrichment opportunities can be provided across the whole school. This includes providing effective evidence-based teaching opportunities that allow students with additional needs including those identified as high potential and gifted to pursue authentic real-world problems in a challenging and engaging environment.

We have identified a need to develop processes to collaboratively review teaching practices to affirm quality teaching and to build the capacity of all staff regarding effective deep reflection of pedagogy.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

To improve student learning outcomes in reading and numeracy by developing, refining and sustaining whole school data driven teaching practices that are responsive to the learning needs of individual students.

This will be achieved through the implementation of appropriate curriculum provision for every student which is underpinned by evidence-informed strategies and embedded evaluative practices.

### 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.

- Developing Teaching Practices
- Effective Use of Data

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$7,640.60

**Socio-economic background:** \$8,770.00

**Low level adjustment for disability:** \$3,500.00

**Literacy and numeracy intervention:** \$72,400.23

### Summary of progress

Our focus for 2022 was to embed effective, explicit, evidence-based classroom practices in reading and numeracy school wide. This has involved:

- utilising the High Impact Professional Learning (HIPL) model to deliver training that explored a process for explicit vocabulary instruction. This included selecting focus words, explicit teaching and providing multiple opportunities to explore and consolidate understanding of the focus words. Teachers also developed models to gauge the impact of teaching through a range of assessment strategies.
- building understanding of evidence-based teaching strategies for literacy or numeracy improvement of all students throughout the teaching and learning cycle in the context of NSW syllabuses. This has included professional learning related to the new K-2 Syllabus and the development and resourcing of units of work for the beginning of Term 1.
- support from the school's Assistant Principal Curriculum and Instruction (APC&I) to develop and implement evidence-based literacy and numeracy teaching strategies in the classroom including the development and trialing of observation recording sheets based around syllabus outcomes and learning progressions in reading.
- collaboration between the APC&I and the school's executive to support staff with data collection and analysis to design and deliver short, sharp targeted teaching strategies to improve student outcomes in literacy and numeracy. This included analysis and comparison of Check-in data, NAPLAN data and school based Essential Assessment data.

As we move forward into 2023 the aim is to continue to refine data collection and analysis to build teacher capacity to embed evidence-based teaching practices to promote student achievement of literacy and numeracy targets.

### 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
2.5% increase from the identified lower bound target in the number of students performing in the top two NAPLAN bands in reading.	2022 NAPLAN data indicates 42.4% of students achieved in the top two skill bands for NAPLAN reading. This indicates the school did not achieve the system-negotiated target of 53.5%. However, focus on this target has resulted in an increase of 2.1% of students achieving in the top two bands from 2021 to 2022.
An increase of 6.1% from the identified baseline target in the top 2 bands NAPLAN numeracy.	2022 NAPLAN data indicates 26.3% of students achieved in the top two skill bands for NAPLAN numeracy. This indicates the school did not achieve the system negotiated target of 43.5%.

The percentage of students achieving expected growth in NAPLAN reading to increase by 2% from the identified baseline target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data due to the 2020 cancellation of NAPLAN.
The percentage of students achieving expected growth in NAPLAN numeracy to increase by 4% from the identified baseline target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data due to the 2020 cancellation of NAPLAN.
The percentage growth of Aboriginal students achieving the top 3 NAPLAN bands in reading and numeracy to increase by 4.2% from the identified baseline target.	Percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading and numeracy had a 25% increase from the 2021.

## Strategic Direction 2: Innovative teaching and learning

### Purpose

To provide all students with access to enrichment opportunities through innovative teaching and learning programs, particularly in the area of the students strengths and interests. This includes providing explicit evidence-based teaching opportunities that allow students to pursue authentic real-world problems in a challenging and engaging environment.

### 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.

- Innovative curriculum
- Engaged Learners

### Resources allocated to this strategic direction

**QTSS release:** \$71,825.63

**Professional learning:** \$18,006.49

**Socio-economic background:** \$4,746.80

**Low level adjustment for disability:** \$9,515.00

**English language proficiency:** \$2,400.00

**Literacy and numeracy:** \$3,711.51

### Summary of progress

Our focus for 2022 was to have all stages of learning develop integrated units, increase our attendance by 5.5% from the baseline data and increase wellbeing by 4.5% from the baseline data. Over the course of the year each stage participated in three collaboration days where they planned integrated units of work that incorporated technology, Aboriginal perspectives and High Potential and Gifted Education. The impact of this approach to education saw an increase in engagement, improved outcomes and authentic learning which resulted in more flexible, critical thinking and problem solving opportunities.

Next year staff will continue to develop and refine integrated units of work, to incorporate Part B of a two year cycle for stage 2 and 3. With the implementation of the new syllabus requirements, K-2 will be delivering and evaluating the new units provided by the DoE whilst looking for ways to embed cross curricular.

### 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
Teachers across all stages of learning develop integrated units of work that teach outcomes across a range of Key Learning Areas.  Deliver professional learning around integrating technology into teaching and learning programs.	100% of staff worked collegially during stage collaboration days, developing integrated units of work that incorporated a range of syllabus outcomes across Key Learning Areas.  100% of staff were engaged in high levels of professional learning relating to technology and science.
The proportion of Year 1 to 6 students attending school at least 90% of the time will be trending towards the system-negotiated lower bound target of 84%.	The number of students attending at least 90% of the time has decreased to 39.6%. This is due to the ongoing impact of COVID-19 and the flood event that occurred in February 2022.
The proportion of students reporting positive wellbeing will be trending towards the system-negotiated lower bound target of 89.3%. Higher levels of	Students reporting positive wellbeing outcomes has increased across the positive wellbeing measures.



wellbeing are linked to higher academic achievement, school completion, better overall mental health and a more pro-social and responsible lifestyle.

## Strategic Direction 3: Evaluative practices for school improvement

### Purpose

To work with school services/instructional leader to build the capacity of all staff regarding effective deep reflection of pedagogy.

Through a coordinated whole school approach teachers will develop professional practice. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities to improve student learning outcomes.

### 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.

- Educational Leadership - Instructional leadership
- Performance management and development

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$10,980.84

**Professional learning:** \$8,630.00

### Summary of progress

Heavy support has been offered to K-2 staff in preparation for curriculum change and the new K-2 syllabus being implemented in 2023. The APC&I has modelled demonstration lessons and facilitated the implementation of decodable readers in all classrooms K-2. Internal data from classroom observations conducted by school leaders has shown a significant increase in pedagogical change in relation to how reading is delivered and assessed in K-2. The APC&I and school leaders aim to continue this work next year, supporting our teachers in Stage 2 with the implementation of decodable readers and best practice for teaching reading to students.

There was a strong emphasis on whole-school collaboration and reflection led by stage leaders. The focus was to ensure consistent teacher programs aligned with syllabus outcomes and meet NESA requirements. Programs were checked by supervisors each term. Student work samples were used to show alignment to teaching programs. This will be continued and refined next year.

The leadership team provided opportunities for cross stage collaboration and sharing of teacher program successes through our termly collegial catch-ups. This was highly successful in building a positive school culture of sharing and high expectations across the stages.

### 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
40% of classroom teachers to work actively with the Instructional Leader to support pedagogical change in relation to data collection, student tracking and programs for reading instruction.	53% of classroom teachers improved their ability to utilise research based pedagogical change to target individual student needs when delivering high quality reading instruction.
80% of teachers, with support from the leadership team, collaboratively develop high quality teaching programs that meet NESA requirements with a focus on the AITSL standards.	85% of teaching programs demonstrated a high level of implementation of the AITSL standards within teaching and learning units.
Collegial Catch-ups occur twice a term with an attendance rate of 80% of teaching staff.	87% of staff who were present at school on the day of a Collegial Catch-up attended. This is 7% above the original target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$170,666.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Terranora Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs.</li> <li>• employment of staff to provide additional support for students who have high-level learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• all identified students have been supported by proficient Student Support Learning Officers (SLSOs), enabling them to make progress towards their individual learning objectives.</li> <li>• Personalised Learning and Support Plans (PLSPs) were regularly reviewed and adapted to cater to the specific learning needs and progress of each eligible student, ensuring they received bespoke support and guidance in their classrooms.</li> <li>• teachers were offered support and allocated time to meet with the parents of qualifying students to collaboratively address their learning goals.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to formally integrate funding decision-making into the agenda of the learning and support team meetings. This will ensure that the use of funding is regularly reviewed, and necessary adjustments can be made.</li> <li>• to continue to engage experienced Student Support Learning Officers (SLSOs) to work alongside our eligible students and teachers.</li> <li>• to regularly adjusted the utilisation of integration funding in line with the reviews of students' Personalised Learning and Support Plans (PLSPs), ensuring that the funding is directed towards addressing each student's individual support requirements.</li> </ul>
<p>Socio-economic background</p> <p>\$41,722.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Terranora Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Developing Teaching Practices</li> <li>• Effective Use of Data</li> <li>• Innovative curriculum</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging an APC&amp;I to gather evidence and baseline data to determine and drive whole school focus area.</li> <li>• APC&amp;I to monitor and evaluate the impact of the High Impact Professional Learning.</li> <li>• APC&amp;I to unpack evidence-based approaches to teaching reading and provide whole school High Impact Professional Learning to support student learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• an increase in the capacity of all teachers to incorporate effective, explicit, and evidence-based teaching practices in their pedagogy, leading to improved internal student outcomes.</li> </ul>

<p>Socio-economic background</p> <p>\$41,722.80</p>	<p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>to continue professional learning in the form of mentoring and co-teaching with the APC&amp;I.</li> </ul>
<p>Aboriginal background</p> <p>\$16,825.01</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Terranora Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>employment of additional staff to deliver personalised support for Aboriginal students.</li> <li>employment of specialist additional staff (SLSO) to support Aboriginal students.</li> <li>staffing release to support development and implementation of Personalised Learning Plans and to develop an Aboriginal and Torres Strait Islander school strategic plan.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>an increase in the capacity of all staff in the implementation of effective, explicit, consistent, evidence-informed teaching practices in their pedagogy, leading to improved learning outcomes for Aboriginal students.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>to engage all Aboriginal and Torres Strait Islander parents and community in the development of student PLPs.</li> </ul>
<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 Terranora Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Engaged Learners</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>employment of additional staff to support delivery of targeted initiatives.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>teachers participated in professional learning, where the Instructional leader guided how to plan an integrated writing unit using a backward mapping approach.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs).</li> </ul>
<p>Low level adjustment for disability</p> <p>\$107,748.44</p>	<p>Low level adjustment for disability equity loading provides support for students at Terranora Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Developing Teaching Practices</li> <li>Effective Use of Data</li> </ul>

<p>Low level adjustment for disability</p> <p>\$107,748.44</p>	<ul style="list-style-type: none"> <li>• Innovative curriculum</li> <li>• Educational Leadership - Instructional leadership</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of an APC&amp;I to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• Early Stage 1 and Stage 1 teachers were guided and mentored by the APC&amp;I in planning for the new English K-2 Syllabus and implementing decodable readers into the teaching and learning of reading.</li> <li>• teachers reflected and examined the science of reading, including EAL/D learning progressions to assess students' English language proficiency, as well as analysed reading assessment data.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of an APC&amp;I.</li> </ul>
<p>Professional learning</p> <p>\$26,636.49</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 Terranora Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Innovative curriculum</li> <li>• Engaged Learners</li> <li>• Educational Leadership - Instructional leadership</li> <li>• Performance management and development</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging the APC&amp;I to unpack evidence-based approaches to teaching reading and explore modelled, interactive, guided and independent reading.</li> <li>• engaging the APC&amp;I to unpack evidence-based approaches to teaching numeracy with a strong focus on implementing formative and diagnostic assessments.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• teachers working collaboratively, lead by Assistant Principals and APC&amp;I to develop scope and sequences and units of work that align with NSW Syllabus outcomes.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to continue to provide collaboration days so teachers can focus on implementing the new K-6 syllabus in English and Mathematics.</li> </ul>
<p>Literacy and numeracy</p> <p>\$11,352.11</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Terranora Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Developing Teaching Practices</li> <li>• Effective Use of Data</li> <li>• Engaged Learners</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment.</li> </ul>

<p>Literacy and numeracy</p> <p>\$11,352.11</p>	<p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>all teachers being up-skilled in areas of deficit in formative, diagnostic and summative assessment in numeracy that had been identified through the school excellence framework.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>to use frequent data evaluation from our numeracy assessments to drive ongoing professional learning and APC&amp;I support.</li> </ul>
<p>QTSS release</p> <p>\$71,825.63</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Terranora Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Innovative curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>additional teaching staff to implement quality science teaching initiatives.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>an engaging and innovative science and technology curriculum being taught.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>to continue developing the high quality science and technology skills and strategies being taught to students.</li> </ul>
<p>COVID ILSP</p> <p>\$92,512.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>employment of teachers/educators to deliver small group tuition.</li> <li>providing intensive small group tuition for identified students who were educationally disadvantaged by the impact of COVID-19.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>employment of a learning support teacher to deliver the MultiLit program to address identified learning deficits. Students impacted by COVID-19 were targeted.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>to continue to deliver the MultiLit program to identified students.</li> </ul>
<p>Literacy and numeracy intervention</p> <p>\$72,400.23</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Terranora Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Effective Use of Data</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>all teachers involved in formative assessment PL to help gain deeper</li> </ul>

<p>Literacy and numeracy intervention</p> <p>\$72,400.23</p>	<p>understand of where their students were meeting syllabus outcomes.</p> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• teachers are more confident using formative assessment to elevate the learning of all students and skilfully differentiate for diverse learning needs. Including, but not limited to, Aboriginal and Torres Strait Islander, economically disadvantaged and HPGE students.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to continue enabling all staff to routinely evaluate and assess students' and use this data to drive student achievement.</li> </ul>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	220	211	200	183
Girls	198	189	173	174

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.9	93.3	93.3	87.5
1	93.9	94.3	91.2	86.1
2	93.5	93.4	93.6	86.5
3	94.1	94.6	94.6	86.1
4	95.0	93.9	91.7	85.9
5	92.8	92.8	93.0	84.1
6	93.2	90.3	92.4	84.7
All Years	93.9	93.3	92.9	85.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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

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



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

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

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

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

## Management of non-attendance

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	11.81
Literacy and Numeracy Intervent	0.63
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	3.22

\*Full Time Equivalent

### Workforce composition statement

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

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to

improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	226,113
<b>Revenue</b>	4,021,476
Appropriation	3,694,079
Sale of Goods and Services	19,204
Grants and contributions	306,608
Investment income	1,585
<b>Expenses</b>	-3,986,531
Employee related	-3,505,164
Operating expenses	-481,367
<b>Surplus / deficit for the year</b>	34,945
<b>Closing Balance</b>	261,059

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	216,037
<b>Equity Total</b>	168,696
Equity - Aboriginal	16,825
Equity - Socio-economic	41,723
Equity - Language	2,400
Equity - Disability	107,748
<b>Base Total</b>	2,687,660
Base - Per Capita	94,250
Base - Location	0
Base - Other	2,593,410
<b>Other Total</b>	241,697
<b>Grand Total</b>	3,314,090

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Student Satisfaction:

- A significant number of students have reported finding the school's curriculum engaging and enjoyable.
- The safety and support provided by Terranora PS have been praised by all students.
- A large proportion of students have expressed their delight in the extra-curricular activities offered by Terranora PS.
- Although a select few students have reported feeling overwhelmed by their workload, the school is committed to ensuring that all students feel supported and empowered to succeed.

## Teacher Satisfaction:

- The improvement in staff culture at Terranora PS has been noted by all staff members, who have praised the safe and supportive work environment.
- Teachers have reported experiencing improved communication and greater transparency in their work.
- While teachers have expressed concerns about their workload being data-driven and overwhelming, the school is dedicated to supporting its staff and helping them achieve a healthy work-life balance.

## Parent Satisfaction:

### Communication:

- Terranora Public School is working hard to improve communication between the school, classrooms, parents, and the wider community.
- The School's Facebook account has proven to be an effective platform for showcasing the school's achievements, informing parents of upcoming events, and keeping the wider community informed.
- Weekly updates from the principal keep parents informed of current initiatives and support them in partnering with the school to achieve common goals.
- Stage newsletters provide valuable information to parents about curriculum focus and important events happening throughout the term.
- The school is currently piloting Seesaw, a direct communication method between home and the classroom, to enhance communication and engagement.

### Welfare:

- Survey results have indicated that student welfare is an area that Terranora PS could focus on more.
- Recent community events have highlighted the need for effective welfare-based programs, prompting the school to explore research-based interventions to support students during difficult times.
- The school is committed to trialing these interventions in 2023 and beyond, ensuring that its students receive the care and support they need to thrive.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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