



2022 Annual Report

Terrey Hills Public School



TERREY HILLS

PUBLIC SCHOOL

3190

Introduction

The Annual Report for 2022 is provided to the community of Terrey Hills 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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Message from the principal

At Terrey Hills Public School our three core values of Respect, Responsibility and Learning are embedded in our daily practice. Reflecting on the year that 2022 was, brings an unequivocal appreciation and respect for all students, staff, families and our wider school community. Although we did not have any extended community lockdowns, we had the challenges of COVID isolations which saw the absence of many students and staff members through-out the year. This resulted in students having to be resilient and flexible to cope with changing teachers and routines and it saw teachers and SAS Staff changing their roles daily to ensure the best for our students and to guarantee learning remained the focus. Despite the challenges THPS has managed to rise and excel and as the principal I could not be prouder of our amazing students, staff and community.

Our teachers engaged in professional learning around our whole school focus on literacy and numeracy and developed their understanding of the new K-2 English and Mathematics Syllabuses which will be implemented in 2023. There has been learning in Aboriginal Cultures and Histories and High Potential and Gifted Education and all teachers participated in additional training in Trauma Informed Practice. We continued to implement PBEL and Bounce Back across the whole school. The COVID Intensive Learning Support Program continued with a focus on MiniLit, MacqLit and mathematics groups and our STEM program for all students. All teachers continued to engage in professional learning on the CESE 'What Works Best in Practice' elements of High Expectations, Explicit Teaching and Use of Data to inform practice. This professional learning provided all teachers with a consistent baseline understanding of these elements and how they can be used to improve teaching practice. A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students across the full range of abilities. The leadership team & Instructional Leader maintained a focus on distributed instructional leadership to support teachers employ evidence-based effective teaching strategies ensuring every student makes measurable learning progress. Internal and external professional learning communities have been established focusing on continuous improvement of teaching and learning.

The Student Representative Council (SRC) in 2022 increased the awareness of our students to care for our environment and to understand deeply about social justice issues. The SRC was led by the Year 6 Leadership Team and Years 2-6 SRC representatives guided by staff.

I would like to commend the 2022 Captains, Zoeya Pinheiro-Bari, Cooper Gray, Vice Captains, Melia Smith & Alex Wilson and Prefects, Pippa Batchelor and Jordan Kellar, House and Vice House Captains, Library Monitors, the SRC, Sound Technicians, Flag Bearers, and CAPA Captains on their considered and respectful leadership. I would also like to acknowledge all Year 6 students for their leadership and commitment displayed across a variety of settings. Of course, this includes the care and attention that they provided to the Kindergarten students with the Kindergarten Buddies 2022 program and to all our students with the Year 6 Fair. They also have recently written Fable Books for our Kindergarten students and we are very proud of our Year 6 students having an understanding of their Buddies' age, incorporating relevant kind messages and lessons that they provided for them. Thank you to all our Year 6 students and good luck on your new journey into HS. Congratulations!

Our students had the opportunity to participate in swimming, athletics, and cross-country carnivals, various dance performances, choir, many sporting events including Warringah Zone Interschool Sports and various excursions

including the Stage 3 camp to Great Aussie Bush Camp for 3 days. It was wonderful to finally welcome our community back on site to celebrate Open Day, Book Week, the Easter Hat Parade and Grandparents' and Friends' Day. It was so heart-warming during these events to see our students and special visitors beaming with pride. Our students have shown tremendous resilience and perseverance to embrace learning opportunities and have continued to achieve, succeed and thrive in their learning. Their flexibility, determination and positive attitude towards learning is a credit to them and it is inspiring to see them grow in both their learning and confidence.

Partnerships and transparency are a strong part of our culture and philosophy and we share and collaborate our Strategic Directions with students, staff and parents. The P&C continued to be active representatives for the school community and supported the staff and families generously through 2022. Thank you to our Terrey Hills parents and carers who have supported their children. We thank them for their partnership in the education of their children and their ongoing support. Terrey Hills parents and carers are truly appreciated. Thank you particularly to the Year 6 parents leaving us this year, for the strong support that you have given Terrey Hills over many years, and we wish you all the best on the next part of the HS journey.

I thank our teaching and support staff for their professionalism and dedication to our students. Their extraordinary dedication has ensured opportunities and successes for all students. Thank you for making sure our students remain our number one priority.

I thank the students, parents and staff who have contributed positively to our school during 2022 and I'm excited about the opportunities we will have in the coming year. I look forward to seeing us achieving our goals through 2023 and beyond.

Message from the school community

2022 P&C President's Report

The Terrey Hills Public School Parents & Citizens Association is a committed group that is dedicated to supporting our local school here in Terrey Hills. The relationship between the school and our P&C is positive and works in collaboration to achieve the best outcomes to support the children's educational and learning needs as well as foster a community spirit between the school and families. This is my third year leading the P&C and I am really pleased it was a year where home schooling no longer featured!

The P&C is a made up of a dedicated group of parents and carers who give their time and energy to benefit the school. 2020 and 2021 were difficult years, restricted activities and volunteering opportunities meant our contribution to the school was also limited. Pleasingly, this year we have bounced back, and our bank balance is continuing to grow as we work towards providing funding for a major library upgrade which will include a new fit-out, upgraded technology and new and improved resources. We are continuing to build funds for this project and look forward to collaborating with the school to see this project come to life next year. The P&C provides key services to the school, and I am proud to say all these areas are currently running extremely efficiently and effectively due to the committee leaders and their committee members.

Our canteen is managed by Cori Werner, who has been with THPS for over 2 years now and is an integral member of the school and our community. She has gotten the canteen into a profitable position, expanded operations from 3 to 4 days/ week and ensures we maintain our Healthy Kids accreditation. Thank you as well to all the volunteers, many of which regularly help Cori in the canteen - none of this would be possible without your support.

Our uniform shop is managed by Melanie Ross, this is an operation that is more complex that it appears from the outside - managing stock and complicated ordering processes and lead times. Thank you to Melanie and the team of volunteers for the operation of this service and ensuring the students at THPS always look fantastic.

We also have an events committee which is led by Belinda Jarvis. This committee has been busy this year with the return of everything in 2023! They hosted the Mother's Day and Father's Day stalls, The Halloween Disco and CAPA night. They also organised two major fundraisers, The We Will Rock You annual fundraiser for parents and The Colour Run for students. These events alone raised over \$35,000 for the school. These events are huge to plan, organise and manage- the events committee completely outdid themselves this year, so a big thank you to everyone who contributed. There were also two working bees to focus on grounds improvements through the year, thank you to Adam Perry for organising and managing these events and to those families who participated.

This year our extra-curricular band and strings program required review and we would like to thank Kelly Bilton for volunteering to take on this project. Kelly formed a music review committee and this group put a tender to market which has resulted in our music program moving to a new provider, Action Music next year. This was an exhaustive process, and we believe the new provider will provide value to students and parents whilst also focusing on the expansion of the music program.

As you can see from the above, the P&C has a lot going on at any one time and we would like to encourage everyone to get involved where you can. Whether it be volunteering for a particular event or working on a committee, every little bit helps and makes a difference.

A big thank you to the P&C Executive team who I work closely with between our meetings- Christie Smyth, Vice President, Simon Rainbow, Treasurer and Andrew Marshall, Secretary. Thank you as well to Mrs Bruce, Mrs Wyles, Mr Watson and Miss Hill for your attendance and input into our meetings, also to all the teachers and staff at THPS for your support on our many initiatives and events; it is appreciated.

We look forward to working with you all and delivering more great outcomes for the school in 2023.

Thank you,

Christy Moses

THPS P&C President

School vision

Terrey Hills Public School is committed to ensuring that how we teach your child is based on what we know makes the biggest difference to their learning.

Children are always the only future the human race has; teach them well.

At Terrey Hills Public School we will:

- Provide every student with love and belonging
- Enable our students to be powerful
- Create freedom for every student to choose their own path
- Inspire our students to have fun
- Ensure every student has everything they need to survive

School context

Terrey Hills Public School is a small semi-rural school set on spacious grounds of over 4.2 hectares. The school has an enrolment of 205 students, 9 mainstream classes, 9 EAL/D and 2 students from an ATSI background. The area is largely surrounded by national parks and acreage. Terrey Hills students connect, succeed and thrive in a welcoming and inclusive, nurturing environment *where every student is known, valued and cared for*. Our current Family Occupation and Education Index is 31, which is reflective of our children's middle to high socio economic background. Terrey Hills Public School's excellent facilities, attractive gardens and expansive playing fields offers a pleasant and inviting learning environment for our students.

The school's values of Respect, Responsibility and Learning underpin and support high quality, inclusive practices and set expectations where *'every student, every teacher, every leader, every school improves every year'*.

Our teaching staff engage in collaborative opportunities to unpack the learning progress of every student in their class and are committed to the improvement of their own professional practice to ensure every student is engaged and challenged to continue to learn. Our non-teaching staff continue to work with the school's Executive Team to improve administration and service practices. With an emphasis on Education for a Changing World, along with a strong focus on student growth and attainment in Literacy and Numeracy, students are encouraged to take risks with their learning through personal goal setting. Students are engaged in supportive, challenging and differentiated curriculum. Participation in extra curricula activities including sport, dance, music, debating, public speaking, as well as school service, is widely encouraged.

School leaders are committed to modelling a self-improving culture of high expectations and a shared responsibility for every student and staff member to progress, develop and reach their true potential. Terrey Hills Public School enjoys close collegial and professional partnerships with other primary and secondary schools through the Pittwater and Warringah Community of Schools.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and local AECG.. We are committed to working in partnership to build the knowledge and capacity of staff to implement to confidently embed Aboriginal perspectives and content in their teaching and learning programs.

As a result, three focus areas were identified for our Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in 2020 during the External Validation process, which saw the Executive team and all staff undertaking deep analysis of the areas for improvement for the whole school.

At Terrey Hills Public School we are committed to:

- developing quality, differentiated and syllabus aligned programs and also embedding school wide, robust assessment practices.
- building the capacity of all staff to be strong, visible and adaptive educational leaders who are dedicated to providing students with a safe and effective learning environment.
- establishing and maintaining improvements in our teaching pedagogy across all classes from all staff within our school.
- developing strong partnerships with the wider educational community in order to gain new knowledge and to share the wealth of our staff expertise.

1. Student growth and attainment.

Our school focus is to improve student growth and attainment in the areas of Literacy and Numeracy. This is underpinned by the evidence-based research of the *What Works Best: 2020 Update*. As the literature suggests, our school will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

2. Growing a proactive culture of high expectations, challenge and support.

Our aim is to develop quality differentiated programs across the school that will enable all students to excel. Our shared vision is to develop and sustain a culture of excellence. We endeavour to create strong community partnerships with our parent community, to have links between student learning and school life. Our initiatives aim to build on opportunities that engage parents/carers in both the progress of their children's learning and the educational priorities of the school.

3. Connect, Succeed, Thrive and Learn.

We are committed to our students being actively connected to their learning, having positive and respectful relationships and experiencing a sense of belonging to their school and community in order for them to reach their full potential. A strengthening of our PBL program through school wide activities will form a focus, along with promoting social and emotional learning. We will continue to develop effective partnerships to enhance our transitions and create and maintain a safe learning environment for all students.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of a differentiated curriculum that is underpinned by evidence informed strategies and embeds 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.

- Quality Differentiated Teaching in Literacy and Numeracy
- Data Use and Practice

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$36,200.12

English language proficiency: \$3,884.56

Professional learning: \$5,850.00

Summary of progress

Quality Differentiated Teaching

In 2022, Terrey Hills Public School staff undertook professional learning in Numeracy, targeting Number and Algebra. Analysis of trends in Check-In and NAPLAN data across Years 3 to 6 highlighted areas of growth and those for further development. This data provided the evidence base for professional learning which focused on Number and Place Value, and Additive, Multiplicative and Proportional Thinking, the core content of which was underpinned by the Numeracy Guides K-2 and 3-6.

Teachers engaged with the Thinking Mathematically resources and the school's inventory of mathematically-based picture books and incorporated them into teaching and learning programs. These resources engaged students and stimulated curiosity in mathematical concepts, with open ended tasks providing a platform for students to hypothesise and articulate their reasoning using content-specific vocabulary.

This professional learning resulted in teachers developing an increased knowledge and understanding of mathematical concepts embedded in teaching Number and Algebra, becoming more adept in their teaching strategies and revising learning sequences to reflect this which resulted in high quality, dynamic programs.

As a Self-select school for the NSW Curriculum Reform, the new Mathematics syllabus was implemented across K-2 classes. Teachers trialled the units of work provided by the Department, working collegially to review and evaluate the effectiveness of these programs. This initial step has established a platform for the introduction of the new Mathematics Syllabus (K-6). Additionally, this resulted in consistency in programming and provided teachers with access to quality units of work and resources .

Following this analyse of Check-In Data, members of the Literacy Team researched, developed and implemented high quality professional learning with a strong focus on explicit teaching practices within one the key themes of reading: phonological and phonemic awareness, fluency, vocabulary and reading comprehension. The sessions focused on practical methodology and lessons ideas for all staff to implement in their teaching practice. After sessions, staff were required to plan, deliver and evaluate a series of lessons reinforcing the reading strategy that had been the previous focus. The metalanguage from the evidence-based practice was used across the school, for example: tier 1, tier 2 and tier 3 language, use of word walls, synonym focus activities, 'word of the day' tasks.

Data Use and Practices

A key factor underpinning the implementation of effective programs in Mathematics was the use of data-informed practice. Through triangulation of external and internal sources, a comprehensive understanding of student achievement and students' learning needs were achieved, informing individual learning goals and supporting differentiated teaching. Teachers embedded clear learning intentions and success criteria reflective of the syllabus outcomes and indicators in their Mathematics lessons, supported by professional learning. This resulted in learning that was driven by data and purposeful in its intent with clear markers for success. It provided a sound framework for immediate, pointed feedback to optimise students' learning progress.

Teachers continued to develop their data literacy skills with the Numeracy Team taking a lead role in comprehensively analysing NAPLAN and Check In data and presenting the results to the staff. Through a collaborative approach, data

was interpreted, extrapolated and triangulated with the Department of Education's Diagnostic Mathematics Tasks and digital short assessments and used to inform differentiated grouping for Numeracy lessons and targeted teaching in Enrichment Mathematics lessons. As a result, teachers developed increased confidence in using data to inform their practice. The use of valid, consistent achievement measures to systematically track progress proved a reliable means to identify HPGE students and subsequently individualise teaching to provide suitable challenges to their learning.

The literacy team identified the common reading deficits across K-6 using triangulated internal and external assessment data. There was a granular focus on Stage 2 Check In data. Each teacher across the school was allocated specific students to analyse their data and plan the where to next ideas for learning experience to close the deficits of their reading skills. This project was completed in co-operation with our partner school, St Ives Park Public School.

Future Directions

In 2023, High Potential Gifted Education will continue to be a focus for all staff to further develop teachers' knowledge of HPGE Policy and ability to identify the specific learning needs of all high potential, gifted and highly gifted students across the four domains. Professional learning will be targeted at building teachers capacity to differentiate curriculum to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

Professional learning will be designed to focus on the conceptual model of teaching that underpins the new Mathematics syllabus. Through this professional learning, all teachers across all stages will be supported in developing their knowledge and understanding of syllabus content and effective teaching strategies from K-6 to ensure teachers know how their students learn, and their prior and horizon knowledge. A clear scope and sequence, refinement of programs and assessments that are flexible, and responsive will be developed to support a consistent and high-quality school-wide approach to teaching Mathematics.

Continue to implement evidence-based teaching practices in Literacy with a particular whole school focus on the teaching of reading comprehension. Development of whole school professional learning that promotes high teacher and student expectations, uses evidence-based practices and promotes collaborative practices among staff to further develop consistent teacher judgement through formal mentoring and negotiated observations of teaching practice.

Continue professional learning to ensure staff are developing their understanding and delivery of the explicit teaching of reading. This includes, developing a common process of teaching specific comprehension strategies such as: predicting, monitoring, visualising, questioning, making connections and summarising.

Next year, our focus will be on differentiation of programs to meet the needs of all students, particularly in Mathematics. A greater understanding of data gap analysis, through PL and collegial discussion in stage groups, will develop teacher expertise to meet students' needs, that challenge and adjust programming for a dynamic teaching and learning cycle for increased student performance.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Reading:</p> <p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases from 61.33% to at least 65.10% (lower bound system-negotiated target).</p>	<p>60% of students achieved in the top two bands in NAPLAN reading indicating progress towards the lower bound target.</p>
<p>Numeracy:</p> <p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases from 50.67% to at least 52.9% (lower bound system-negotiated target).</p>	<p>39% of students achieved in the top two bands in NAPLAN numeracy indicating progress towards the lower bound target.</p>
<p>System-negotiated Targets - Student Growth</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

<p>Reading</p> <p>Increase the proportion of students achieving expected growth in reading to equal or above system-negotiated lower bound target of 70.9%.</p>	
<p>System-negotiated Targets - Student Growth</p> <p>Numeracy</p> <p>Increase the proportion of students achieving expected growth in numeracy to equal or above system-negotiated lower bound target of 65.10%</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

Purpose

Develop strong collaboration between parents, students, teachers and the wider school community. Promote aspirational expectations of learning and provide opportunities for all students to become assessment capable learners and critical and creative thinkers.

Implement professional dialogue within the school and professional learning network(s) that is informed by feedback, analysis of current research of practice to improve the educational outcomes of students.

Initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and the educational priorities of the school.

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.

- Differentiation in Learning
- Building Teacher Capacity and High Expectations

Resources allocated to this strategic direction

Professional learning: \$6,600.00

QTSS release: \$43,210.30

Literacy and numeracy: \$8,140.06
: \$5,483.97

University of Newcastle (QTR): \$6,600.00

Summary of progress

Building Teacher Capabilities in Delivering Professional Learning

The leadership team maintained a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student made measurable learning progress and gaps in student achievement decreased. The leadership team established a professional learning community which focused on continuous improvement of teaching and learning.

The capability of teacher capacity was built as the professional learning sessions were developed by all staff in the Literacy Team. In the team, staff teaching experience ranged from early career teachers to experienced colleagues. This collaborative approach resulted in teachers being up-skilled and gaining confidence in the preparation, delivery and implementation of effective professional learning. The body of work developed by the team was collaborative and resulted in strengthened teacher practice. Using the timetable that became a scaffold for the key components of each sessions, it was coherent and continuous in the development of staff understanding and implementing key components of reading.

All teachers on the Literacy Team took responsibility for the development of professional learning to enhance their own knowledge and support the knowledge and expertise of others. The sessions were underpinned by *Improving Reading Comprehension Guide: Years 3-8* and *Effective Reading K-2*.

A collaborative approach to the design and delivery of professional learning provided each member of the Numeracy Team opportunity to take a lead role, undertaking research and analysis of a specific mathematical concept in preparation for facilitating a professional development session. Department of Education, HPGE and auxiliary resources were consulted in developing content for the session, with teachers sharing their understanding and application to classroom practice. This led to an increase in teacher confidence, active participation in professional dialogue, commitment to whole school programs and greater ownership of school directions.

A fundamental factor in developing aspirational expectations of learning in Mathematics in 2022 was through the delivery of purposeful, evidence-based professional learning. Professional learning sessions focused on Number and Algebra, Thinking Mathematically and problem solving, teachers were provided with scaffolds for learning sequences, high quality resources and effective teaching strategies to implement in their classrooms. Opportunities were provided for teachers to reflect on the effectiveness of these resources in subsequent professional learning sessions. This promoted collaboration, engagement in professional dialogue and collegial feedback. Furthermore, a cumulative repository of resources and strategies were collated.

Differentiation of Student Learning Goals

The continuation of the HPGE Program provided opportunity for students identified as HPGE in Mathematics and Literacy to be suitably challenged and to optimise their learning. Mathematics lessons focused on developing computational skills and incorporated the general capability of critical thinking. The inclusion of real-life problems in these lessons allowed for explicit teaching of problem solving skills and provided opportunity for students to develop the general capability of critical thinking in solving problems. HPGE sessions in Literacy had a core focus on extending students' abilities to comprehend text with a key focus on making connections and deeply analysing plot themes and character development. Students also worked on developing their creative writing skills.

Assessment and Reporting Processes

The refinement of reporting processes enabled K-2 teachers to use indicators from the new syllabus as the starting point of assessment and reporting. 3-6 continued to use the current syllabus. Across K-6, all indicators were supported by clear statements of students' achievement and where to next statements for improvement in Mathematics and English.

Professional Dialogue

As identified in Individual Personal Development Plans, teachers undertook and investigated a range of professional learning opportunities targeting areas of differentiation and high order thinking. They tracked student progress and related this to students' personal learning goals. Teachers identified that through presenting explicit teaching of learning intentions and success criteria, students were provided with appropriate challenge, had a greater commitment to achieving as they were more likely to seek feedback.

A case management approach was established that supported teachers meeting the individual needs of their students. This approach has enabled teachers to engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, on determining the literacy and numeracy indicators for reports and the development of assessments and consistent teaching and learning programs.

Future Directions

In 2023, our focus will be on differentiation of programs to meet the needs of all students, particularly in Mathematics. A greater understanding of data gap analysis, through PL and collegial discussion in stage groups, will develop teacher expertise to meet students' needs, that challenge and adjust programming for a dynamic teaching and learning cycle for increased student performance.

Continue to develop students' ability to articulate their learning and understanding of what they need to learn next to enable continuous improvement. Teaching and learning programs will describe expected student progression in knowledge, understanding and skill and the assessments that measure them.

The Assistant Principal Curriculum Instructional leader will continue to adopt the model of demonstration teaching, co-teaching and observation of the staff they are supporting to embed the explicit teaching of Literacy. Assistant Principals work collaboratively K-6 to formally mentor and coach to improve teaching and develop aspiring leaders and provide support to teachers who identify a need for improvement or are identified as in need. Professional learning in the development of consistent assessment practices that align K-2 number assessments with IfSR and consistent teacher judgement will continue to be delivered. Teachers will continue to engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback to improve professional knowledge and practice.

A focus on professional learning in numeracy and the use of PLAN 3 will continue to be a focus in 2023. The 'sense making' from the cyclic analysis and interpretation of student data and the development of two week programming cycle based on response to student data will be introduced as a requirement for every stage team. A focus will also be on the development of a QDAI model of inquiry, led by stage leaders with teams to analyse focus areas for literacy and numeracy. Stages will develop data walls for literacy and numeracy to identify students who are stuck, require learning support, are progressing and who are requiring additional challenge. Regular moderation of student work samples in stage teams will inform future teaching and learning. Instructional leadership and professional learning needs to focus on effective bench marking. New teachers will be required to engage in professional learning around the Effective Reading Strategies for the Early Years.

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
All student reports are personalised and comprehensive, providing detailed clear and specific information about student learning.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of reporting.
All teachers use professional standards and PDPs to identify and monitor specific areas for development and continual improvement.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of professional standards.

Purpose

To ensure that all students actively connect to their learning, have positive and respectful relationships and a strong sense of belonging to their learning environment promoting success. We will drive a culture of belonging through a review of the current wellbeing policy that will focus on the aspects of 'promoting social and emotional learning', 'strengthening transitions' and 'creating a safe 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.

- Wellbeing and Engagement
- Strong Collaborative Partnerships

Resources allocated to this strategic direction

Socio-economic background: \$5,591.49

Low level adjustment for disability: \$61,084.50

Integration funding support: \$27,124.00

Summary of progress

In 2022, teachers continued to increase their knowledge and skills in promoting social, emotional, behavioural and intellectual engagement by fostering positive relationships across the school community. Staff continued to develop their capabilities in the implementation of evidence-based practices and programs. The school has implemented evidence-based whole school practices resulting in measurable improvements in well being and engagement to support learning.. Regular and ongoing planning, monitoring and evaluation of whole-school approaches will continue to be a focus.

Wellbeing

The Positive Behaviour Engaging Learners (PBL) program continued to be taught explicitly in all classes. All staff contributed to the development of lessons and focus areas promoting collective efficacy. This allowed for consistent messaging of expectations across the school and wider community.

Staff undertook learning in the area of Trauma-informed Practice by completing the Trauma-informed Practice for Improved Learning and Well being Modules 1-4. Training is designed to help staff create a trauma-aware school community. Staff developed an understanding of childhood trauma and its impacts on student learning and wellbeing so they can better meet students' needs to enable students can reach their full potential.

The school continued to implement the Bounce Back program across all classes K-6. A scope and sequence was developed that covered the delivery of units across an odd and even year cycle. Staff continued to collaborate and develop lessons sequences to ensure consistency across classes. Key messaging was presented to parents in the newsletter to promote a link between home and school.

The Tell Them From Me data indicated a mean of 49% of students reporting a high level of perseverance to pursue their goals which was higher than the State norm of 48%. 90% of students reported having a positive response to advocacy at school, higher than the State average of 86%. 100% of students stated positive response for having high expectations at school. Sense of belonging was also higher than the State norm of 70%, with THPS students giving 79% of responses as positive.

Future Directions:

In 2023, the school will embed the Smiling Minds program across all classes to increase mental wellbeing, greater concentration, focus and improved resilience. This will strengthen the suite of programs already being implemented. In partnership with this program, staff will also undertake training to implement the Zones of Regulations. The linkage of these wellbeing programs aims to develop students' strategies for emotional regulation and better relationships with their peers. To promote community engagement, parent workshops will be delivered on both of these programs to promote shared responsibility and community engagement.. These practices will support the Inclusive, Engaging and Respectful Schools policy and procedures. As part of the PBL program, the school will undertake an evaluation using the Behaviour of Engagement School Wide Evaluation Tool and the Assessing and Planning Behaviour Support in Schools survey.

Inclusive, Engaging, Respectful Schools

The Executive team undertook professional reading and learning on the Inclusive, Engaging and Respectful school's package which was developed to improve student outcomes by strengthening engagement and participation of all students, including those with disability, complex behaviours and additional needs. Executive staff presented bite-size learning on the framework and changes to the inclusive Education policy for schools, the Student Behaviour Policy and Procedures and Restrictive Practices.

Future Directions:

The school will review its policies and practices to ensure alignment with the Inclusive, Engaging, Respectful School's policy and procedures. The Student Behaviour Policy and Student Behaviour Procedures K-6 to ensure it underpinned by a care continuum which involves: a strategic whole-school approach, explicit teaching of social and emotional skills and behaviour expectations which are proactive and prevention-focused. The school will undergo a consultative process with students, staff and the parent community.. Staff professional learning will continue in 2023 on the Inclusive Engaging and Respectful school's package including. The Restrictive Practices Implementation roadmap will used to guide the update of the School Behaviour Support and Management Plan. The school will enable environments which are informed and guided by the framework of procedures to ensure best practice in our school of the Inclusive, Engaging and Respectful school's package. This will include Inclusive Education Policy for students with disability,

Review of current school policies and practices to ensure they align. Executive and Well being team to provide professional learning for all staff.

Attendance

Whole school attendance is modelled on a tiered framework of support and intervention and tailored to the school community, creates a positive environment for engagement and learning. Attendance policy and procedures were reviewed to ensure that teachers, parents, students and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. Attendance data was regularly analysed through the Diverse Learning and Support Team and classroom teachers. Whole school and personalised attendance approaches were utilised to support and improve regular attendance rates for all students, including those at risk. Teachers, students, parents and the community are working together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Future Directions:

Engaging student voice to provide additional evidence and valuable insights to help understand what factors might be contributing to attendance or absence. In 2023 the Media Officer will work with a student Media Team to enhance student voice and implement strategies for students to engage parents in learning. Parent masterclasses will be a priority especially with the implementation of the new K-2 Syllabuses.

Homework Policy Update

Results from 2021 and beginning 2022 Tell Them From Survey showed a dip in students have a positive attitude towards completing their homework. The results were 43% in March 2021 and 39% in April 2022, which is well below the state average of 63%. This led the AP to form of a Homework Policy Committee comprising staff members and members of the school community. The committee evaluated the current homework policy and practices in the school. A suite of online surveys were developed and delivered to all key stakeholders to ascertain staff, student and parents thoughts on homework. These results were analysed and used as the basis for revising the school policy (ensuring it was inline with the DoE Guidelines). This updated policy was then presented to members of the Student Representative Council and also the P&C Executive.

The rationale for the Homework Policy at THPS is the schools' commitment to offering quality education to all students. Every student at our school is known, valued and cared for. THPS believes that the education of students best occurs when there are strong links and support between staff, parents and caregivers. Homework allows school-based learning to be reinforced in the home environment and gives parents insight into the curriculum offered at school.

Future directions:

The homework policy will be implemented across all K-6 classes in 2023. In term 4, the committee will meet to evaluate the successes of the updated policy and make any required adjustments. The Homework Policy will be reviewed in Term 4 by members of the committee. The process undertaken with the review of the homework policy will be replicated in 2023 with the review of the schools' Well being Policy.

Learning Support

The school-wide processes for identifying students requiring Learning and Support were streamlined. The requirement for consultation with parents and carers regarding concerns prior to submission to the Learning and Support Teams

promoted closer partnerships with parents and provided them with clear information on how their children were progressing and potential support systems. The implementation of a 'focus class' at fortnightly Learning and Support meetings allowed ample opportunity for teachers to discuss educational needs and goals for students requiring support and for students identified as HPGE.

Future Directions:

Streamline processes to improve the handover of information of students receiving support. Learning Support Referrals from the previous year will be collated into a display folder for the next year teacher. This will ensure consistent tracking of the Learning and Support Team recommendations for student intervention and support.

Community Engagement

Early 2022 Tell Them From Me trend data shows an increase in parents feeling welcome in the school, moving from 6.8 to a score of 7.3 which is just below the state average of 7.4. For parents and the wider community to be further engaged in educational aspirations, the school presented online workshops by the Numeracy Team explaining how numeracy is taught in Years 3 to 6. The Literacy Team focused on explicit reading practices in the classroom and how parents can support their child developing their reading skills at home. These sessions forged partnerships and contributed to growth of proactive learning culture.

To further foster community engagement the school established a Parent Tutor Reading Program. The APIL conducted a series of sessions to in service parent volunteers on the processes involved in being effective reading tutors. These tutors were then deployed to various classes to completed weekly reading with students identified as requiring extra assistance with their reading development.

Future Directions:

The Parent Tutor Reading Program will be expanded to cater for the needs of more students across K-6 classes, focusing on both numeracy and literacy support.

Collaborative Staff Professional Learning with St Ives Park PS

To develop professional learning community which is focused on whole-school improvement measures and development of evidence-based next steps. Principals and Instructional Leaders across SIPPS & THPS planned and implemented professional learning to support and engage Assistant Principals across both schools to develop and extend their leadership skills in curriculum knowledge beyond management and organisational skills to increase teaching and learning impact across the schools. The focus was on identification of Assistant Principals strengths and comfort zones within current roles to develop a shared understanding of the key priorities for student growth and attainment and commit to being accountable for delivering improvement. Assistant Principals used the Lead Teacher standards to identify three areas that aligned with their SIP leadership roles to focus their development in 2021- 2022..

All staff worked collaboratively extrapolating & analysing 2022 Term 1 Yr 4 Check-In Process data. Assistant Principals worked with stage teams to identify key student and teacher behaviours from Improving Reading Comprehension K-2 and Years 3-8 with particular focus on reading processes that could be incorporated into teaching and learning programs. Data sources were analysed (Check-In, NAPLAN, Internal Reading Assessments) teachers identified areas of need - Pronoun references.. Teachers planned lessons referencing Universal Resource Hub, syllabus & progressions that specifically addressed students' need through differentiated and explicit teaching. Assistant Principals led a session to enhance teachers' understanding of how to use the Gradual Release of Responsibility Model to explicitly enhance students' Process reading skills..

Future Directions:

In 2023, Terrey Hills Public School will continue to strengthen the working partnership with St Ives Park Public School. Staff will work collaboratively on data analysis and evaluative practices focusing on reading and Mathematics to build collegial professional practice and collaboration. Executive teams will meet twice a term referencing Evidence of Leadership - Teacher Self-Reflection Tool at Lead level.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
TTFM Wellbeing data (advocacy, belonging, expectations) increases to	Tell Them From Me Wellbeing data shows 89.71% of students reporting advocacy at school, which is an increase of 2.37%. 78.57% of students

<p>be at or above the lower bound system-negotiated target of 90.9%.</p>	<p>reported positive outcomes for Sense of Belonging which is an increase of 8.75%. from 2021. Expectations for success at school increased by 3.75% with 100%. of students reporting positive expectations for success.</p>
<p>Increase the percentage of students attending >90% of the time to be at or above the lower bound system-negotiated target of 91%.</p>	<p>The number of students attending greater than 90% of the time or more has decreased , however, this figure was significantly affected by the attendance of a small percentage of identified students that the school is working in partnership to support positive attendance.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$27,124.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Terrey Hills 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"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • Targeted Literacy support. <p>The allocation of this funding has resulted in the following impact: students have been supported to achieve learning goals in their classrooms and the playground. Students are demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress.</p> <p>After evaluation, the next steps to support our students will be: continued support for identified student in Literacy, Numeracy and Wellbeing as identified in their Personal Learning Plans. Implementation of evidence-based programs with targeted support in Literacy, Numeracy and Wellbeing.</p>
<p>Socio-economic background</p> <p>\$5,591.49</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Terrey Hills 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"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support literacy and wellbeing program implementation. <p>The allocation of this funding has resulted in the following impact: Identified students being supported to participate in activities that support the implementation of the curriculum across all Key Learning areas as needed. Students are ready to learn as they are supported with uniform, classroom equipment and lunches which supports their wellbeing and belonging and promotes positive attendance. Students requiring additional emotional and learning support are supported with personalised learning and support through the employment of additional staff.</p> <p>After evaluation, the next steps to support our students will be: continue to engage with the community to ensure our students are supported where needed to improved attendance rates with identified students.</p>
<p>English language proficiency</p> <p>\$3,884.56</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Terrey Hills 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"> • Quality Differentiated Teaching in Literacy and Numeracy

<p>English language proficiency</p> <p>\$3,884.56</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for new arrivals to provide individual support <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted by teacher observations and work samples. Teachers are more confident differentiating learning for EAL/D students and providing environments where technology is used to assist language development.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs as required.</p>
<p>Low level adjustment for disability</p> <p>\$61,084.50</p>	<p>Low level adjustment for disability equity loading provides support for students at Terrey Hills Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • targeted students are provided with evidence-based literacy intervention to increase learning outcomes. • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: a more consistent and coordinated approach to student learning support and learning in Literacy and emotional regulation programs. School Learning Support Officers have built their capacity in providing individual and classroom support which assists teachers to differentiate curriculum.. Learning across the school and works with small groups with targeted learning programs.</p> <p>After evaluation, the next steps to support our students will be: continue to focus on Early Intervention. Expansion of the Volunteer Reading Tutor Program. Continue to develop learning support programs that meet the needs of the students. Expanding the impact of the learning and support team through a coordinated approach, professional learning and strong referral and monitoring processes.</p>
<p>Professional learning</p> <p>\$12,450.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Terrey Hills 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"> • Data Use and Practice • Differentiation in Learning

<p>Professional learning</p> <p>\$12,450.00</p>	<ul style="list-style-type: none"> • Building Teacher Capacity and High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging the Instructional Leader to unpack evidence-based approaches to teaching Literacy and Numeracy and assessment practices. • Instructional Leader and AP supporting classroom teachers to implement new English and Mathematics Syllabus as part of the Self Select Programs. • Collaboration with St Ives Park to engage with data packs and relevant syllabus content and progressions to identify students' areas of need in reading with a particular focus on reading processes. • Instructional Leaders and identified staff engaged with Additive strategies professional learning and Multiplicative Thinking and developed land developed professional learning for K-6 staff. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed evidence-based practices in the explicit teaching of Literacy and Numeracy resulting in improved assessment practices and student outcomes as measured by internal data. The new English and Mathematics syllabus were implemented in all K-2 classrooms in 2022. Collaborative partnerships were strengthened between the executive and established between classroom teachers at St Ives Park and Terrey Hills.</p> <p>After evaluation, the next steps to support our students will be: professional learning to support the implementation of curriculum reform in Mathematics and English. Professional learning will be developed to build the knowledge of teachers in reading comprehension strategies. Engagement in Curriculum Reform professional learning for all teachers.</p>
<p>Literacy and numeracy</p> <p>\$8,140.06</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Terrey Hills 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"> • Building Teacher Capacity and High Expectations <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 • targeted professional learning to improve literacy and numeracy • employment of an Instructional Leader to build the capability of staff. <p>The allocation of this funding has resulted in the following impact: targeted professional learning for all staff in Literacy and Numeracy using evidence-based approaches. Staff capacity building and collective efficacy through the use of Literacy and Numeracy teams. Parent workshops to support parents understanding of reading and numeracy .Implementation of the new K-2 English and Mathematics syllabus as an Early Adopter School.</p> <p>After evaluation, the next steps to support our students will be: Continue to build the capacity of all staff in Literacy, and Numeracy and the implementation of the English and Mathematics syllabus to drive student progress through professional learning. Employment of an Assistant Principal, Curriculum and Instruction. to support and continue the strong instructional leadership model.</p>
<p>QTSS release</p> <p>\$43,210.30</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Terrey Hills 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"> • Building Teacher Capacity and High Expectations

<p>QTSS release</p> <p>\$43,210.30</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an Instructional Leader to build capability in staff and support the implementation of evidence-based, high quality curriculum. • Implementation of Quality Teaching Rounds. • Instructional Leader to support classroom programs. <p>The allocation of this funding has resulted in the following impact: K-2 teachers have been supported to implement the new Mathematics and English curriculum. Teachers have built their capabilities implementing evidence-based teaching and learning strategies using the Big Ideas in Mathematics, Additive and Multiplicative Thinking and reading processes and their understanding of Tiered Vocabulary. in English</p> <p>After evaluation, the next steps to support our students will be: Support the learning of teachers to have a deeper understanding of the K-2 syllabus and develop their knowledge further with the 3-6 Mathematics and English syllabus ready for implementation in 2024</p>
<p>Literacy and numeracy intervention</p> <p>\$36,200.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Terrey Hills 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"> • Quality Differentiated Teaching in Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • employment of additional LaST and SLSOs to address the identified needs for students who require additional support in literacy, numeracy and English language proficiency. <p>The allocation of this funding has resulted in the following impact: additional staffing to lead and deliver evidence-based intervention strategies to support identified students who have additional needs in Literacy and Numeracy. The mode of delivery for these interventions included small group withdrawal, classroom support and the development of PLPs and additional programs. Differentiated teaching and learning programs that are informed by e and summative assessment practices. Co-planning and co-teaching practices to support teachers to implement differentiated and targeted programs within the classroom.</p> <p>After evaluation, the next steps to support our students will be: Continue to strengthen identification practices across the school to ensure early intervention is in place. Strengthen class check-ins as part of the Learning Support Team to ensure students are identified early that require adjustments to their learning.</p>
<p>COVID ILSP</p> <p>\$26,747.00</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

COVID ILSP

\$26,747.00

The allocation of this funding has resulted in the following impact:

Use of the ALAN suite of assessments including Phonemic Awareness and Phonic assessments to analyse data and identify students who require additional support in Year ES1 and Stage 1 as part of early intervention. Tracking of student progress in MultiLit. Implementation of evidence-based Literacy intervention programs to support identified students.

After evaluation, the next steps to support our students will be:

Continue to monitor and track progress through the Learning and Support Team and continue to identify and implement early intervention for students. Develop Numeracy programs to further support students requiring instruction in Numeracy.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	129	129	117	101
Girls	107	108	105	101

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.4	96.3	93.5	89.8
1	94.9	95.2	95.4	90.1
2	95.9	92.8	90.3	91.8
3	95.4	96.1	93.8	88.7
4	95.6	95.7	94.3	89.2
5	93.6	95.6	93.5	90.0
6	94.7	94.0	91.8	90.2
All Years	95.2	95.1	93.4	90.0
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
Assistant Principal(s)	3
Classroom Teacher(s)	7.01
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	2.42

*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	146,145
Revenue	2,451,584
Appropriation	2,196,328
Sale of Goods and Services	231
Grants and contributions	243,786
Investment income	2,088
Other revenue	9,151
Expenses	-2,580,506
Employee related	-2,213,395
Operating expenses	-367,112
Surplus / deficit for the year	-128,922
Closing Balance	17,223

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	27,124
Equity Total	70,561
Equity - Aboriginal	0
Equity - Socio-economic	5,591
Equity - Language	3,885
Equity - Disability	61,085
Base Total	1,656,995
Base - Per Capita	56,095
Base - Location	0
Base - Other	1,600,900
Other Total	412,132
Grand Total	2,166,811

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Terrey Hills Public School continues on the journey of growing a positive relationship with parents and the wider community.. Strong community links and collaboration with the school have fostered an increase in communication and overall parental involvement within the school.

Parents/Carers provided feedback via the Tell Them From Me surveys. Feedback indicated that parents are feeling more welcomed and informed at the school with a mean number responses of 7.3 on par with the State norm of 7.4. Parent participation at the school increase with the majority of respondents indicating they attended formal and informal meetings with their child's teacher at least three times during the year.

Student satisfaction continued to be a priority for school planning. 97% of students indicated having positive behaviour at school, well above the State average of 83%. 92% of students also showed the importance of trying hard and putting effort into their learning, above the State norm of 88%.

Staff completed the survey to determine their perceptions of the school environment. Results indicated staff found the positive benefits of the school having a positive learning culture, setting challenging and visible goals for students, providing quality feedback and working in an inclusive school. Future directions for the staff indicated a need for further professional learning in the new syllabus and the continuation of the model of instructional leaders working within classroom spaces.

Results from 2021 and beginning 2022 Tell Them From Survey showed a dip in students who have a positive attitude towards completing their homework. The results were 43% in March 2021 and 39% in April 2022, which is well below the state average of 63%. This led the AP to form of a Homework Policy Committee comprising staff members and members of the school community. The committee evaluated the current homework policy and practices in the school. A suite of online surveys were developed and delivered to all key stakeholders to ascertain staff, student and parents thoughts on homework. These results were analysed and used as the basis for revising the school policy (ensuring it was inline with the DoE Guidelines). This updated policy was then presented to members of the Student Representative Council and also the P&C Executive.

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.