2022 Annual Report

Terrigal Public School

3191

Introduction

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

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

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School vision

Our school is a proud public school focused on developing future adults who are confident, active and involved citizens. Students learn the skills, knowledge and understanding to enable them to navigate a changing and complex world. Our students will be leaders who consider the environment, are inclusive of all and acknowledge the full cultural heritage and history of Australia.

School context

Terrigal Public School is a dynamic school of 920 students located on the NSW Central Coast. Our students come from diverse family, cultural and language backgrounds. Our students are connected, inclusive, resilient and curious learners. Our school is supported by an active community with high expectations for school excellence.

Our school acknowledges that we learn and work on land that is, was and always will be Aboriginal land. Our Aboriginal students have opportunities to engage with culture and community. All students learn about culture and history. We are part of the Kuriwa Aboriginal Education Consultative Group. Our students participate in the annual Gulang Festival. We acknowledge and pay our respect to elders past and present.

Our school works with our partner schools as part of the Terrigal Learning Alliance. Terrigal High School, Erina Heights Public School and our school work as a collaborative group to provide a K - 12 pathway for students. The alliance allows clear communication channels between the schools to share information, resources and expertise. Combined professional learning opportunities provide broader access to a range of development activities.

Our school has a strong focus on critical literacy and numeracy skills but we recognise that this is insufficient. We also focus on building active and responsible citizens, creative and caring people.

Learning in the classroom is complemented by our kitchen garden program, STEM project, creative arts and sporting programs.

Through our situational analysis we have identified a need to use data-driven practices to ensure clarity of student need and to focus instructional practices. Teachers highly value collaboration within the school but seek further opportunities to work together to reflect on their practice, data and plan learning. Our school has negotiated a set of targets to ensure that student growth and attainment remain a focus for the school.

Our focus over the next four years will be to improve the growth and achievement of students in reading and numeracy, further develop our high expectations for student wellbeing and improve of systems to support student success.

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

Strategic Direction 1: Student growth and attainment

Purpose

Every student will grow by at least one year for one year of teaching. This will be achieved by the use of data to inform teaching and instructional support for every teacher. This will allow teachers to reflect on and improve their practice to be able to deliver point of need instruction through evidence based practice and by providing targeted support to identified students.

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.

- Instructional support for student success
- Targeted support for increased student success

Resources allocated to this strategic direction

Professional learning
Low level adjustment for disability
English language proficiency
Socio-economic background
Integration funding support
Literacy and numeracy
Literacy and numeracy intervention
QTSS release

Summary of progress

In Strategic Direction 1, we used check-in assessments, universal resources and guides to focus on improving additive thinking skills. This included a focus on High Performing and Gifted Education and targeted professional learning such as Mini Certificate of Gifted Education, Central Coast Academy of STEM (Astronaut Challenge), Maths Olympiad and Maths Club to name a few. Formative assessment and collaboration was instrumental in our deep evaluative practices. This was driven by our school leadership team using skills developed through targeted professional learning.

The success of our activities can be attributed to high levels of collaboration which included identifying support needs, planning support processes, utilising structured observations, team teaching, modelled teaching and Assistant Principals as Instructional Leaders. Our ongoing commitment to evaluative practices is evident through data collection, scheduled data talks, and learning sprints to inform teaching practices across the school. High impact professional learning underpins this work. High Performing Gifted Education was an overarching focus to improve differentiation across K-6 classrooms.

This has resulted in the daily use of formative assessment in literacy and numeracy with a consistent approach across all classes in each Stage. Strategies used includes tracking, monitoring and planning to ensure all students are challenged. Most students can identify and communicate their individual learning goals. We are on track to achieve our goals within Strategic Direction 1 by 2025.

Next year we will engage in professional learning to embed success criteria into teaching and learning programs K-6. We will continue to improve our formative assessment practices and network with Terrigal Learning Alliance in High Performing Gifted Education. The High Performing Gifted Education team will target mathematics differentiation in all classrooms across the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN TOP TWO BANDS A minimum uplift of 7.8% (from 2020 baseline data) of Years 3 and 5	We achieved 55.2% of students in the top 2 bands for reading. This is 4.7% above our target.

students in the top two bands for Reading (NAPLAN)	
NAPLAN TOP TWO BANDS A minimum uplift of 7.7% (from 2020 baseline data) of Years 3 & 5 students in the top two bands for Numeracy (NAPLAN)	We achieved 37.1% of students in the top 2 bands for numeracy. It is 4.7% above our baseline.
NAPLAN EXPECTED GROWTH A minimum uplift of 2.8 % in Year 5 students for expected growth in Reading (NAPLAN)	NAPLAN expected growth is unavailable in 2022.
NAPLAN EXPECTED GROWTH A minimum uplift of 3.5% in Year 5 students for expected growth in Numeracy (NAPLAN)	NAPLAN expected growth is unavailable in 2022.
A minimum uplift of 8% in student scaled scores for reading in PAT.	The PAT whole school longitudinal report for reading in 2021-2022 demonstrates an increase in scaled reading scores across every student percentile. On average, the scaled reading score for each percentile increased by 9.14%.
A minimum uplift of 8% in student scaled scores for mathematics in PAT.	The PAT whole school longitudinal report for mathematics in 2021-2022 demonstrates an increase in scaled mathematics scores across every student percentile. On average, the scaled mathematics score for each percentile increased by 7.14%. While this is slightly below our goal of 8%, it is close and demonstrates our commitment to improving student outcomes in mathematics.
ABORIGINAL STUDENTS All Aboriginal students show one year growth in reading and mathematics each year. (NAPLAN)	NAPLAN expected growth is unavailable in 2022.

Strategic Direction 2: High expectations for student wellbeing and success

Purpose

Student success will be built through greater consistency in expectations for learning, behaviour and support. High expectations for attendance will be built through promotion and monitoring. Learning and support programs will be more focused, responsive and extensive.

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.

- Increased expectations for positive behaviour
- Increased impact of learning support for identified students
- Increased Attendance

Resources allocated to this strategic direction

Professional learning
QTSS release
Per capita

Summary of progress

In Strategic Direction 2, we engaged in professional learning for the Positive Behaviour Framework and re-established the Behaviour Leadership Team. We utilised the School Wellbeing Officer and Wellbeing Learning Support Teacher to implement wellbeing programs across the school. This included Seasons for Growth, Worry Woos and social skills programs. We introduced a revised playground schedule with separate play spaces for each Stage and known staff from each Stage supervising their own students. Attendance has continued to be a priority, working in partnership with the Home School Liaison Officer through scheduled meetings. We have also strengthened communication processes with families regarding attendance matters.

The success of our activities can be attributed to the flexibility and adaptive nature of our staff in their willingness to make changes for the wellbeing of our students. We have invested significantly in numerous strategies to meet our wellbeing goals such as a K-6 You Can Do It online subscription, a trial Wellbeing Dog support program, SMS attendance notifications and a range of sensory resources including the Bush Tucker garden. To support the implementation of technology to communicate with parents about attendance, we have created a consistent K-6 Class Dojo policy that ensures clear roles and responsibilities for all stakeholders.

This has resulted in a significant reduction of negative incidents reported in the playground across all Stages. A student survey indicated 72% preferred the new Stage-based playground structure and being supervised by familiar staff. Staff have increased their awareness and knowledge of the Positive Behaviour Framework. Targeted students have been supported in their attendance, behaviour, engagement and learning. They are demonstrating increased connectedness to our school. The Class Dojo and SMS system have resulted in less unexplained absences. Our data indicates that we are on track to achieve our goals within Strategic Direction 2.

Next year we will begin the implementation of a whole school wellbeing framework and programs in line with the IER. We will strengthen the process of the Learning Support five week learning cycle including communicating learning goals and progress with parents. Assistant Principals will lead their teams to continue to monitor attendance of at risk students. A Deputy Principal will meet regularly with HSLO to monitor attendance. Teachers will maintain Class Dojo as an effective communication tool. We will continue to use the SMS system to report absences to families. We will review and improve communication about student attendance.

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
WELLBEING An uplift of 4.5% (from 2020 baseline	Our baseline in 2020 was 84.2% and our current score is 78.62%. This was impacted by students having only recently returned to school after 13 weeks of Learning At Home due to COVID.

data) of students reporting positive wellbeing across the 'Tell Them From Me' measures of sense of belonging, advocacy at school and expectations of success.	
ATTENDANCE An uplift of 4.6% (from 2020 baseline data) of students attending school >90% of the time	We are unable to measure from baseline data as it was not available in 2020 due to COVID.
ABORIGINAL STUDENTS A minimum uplift of 4% (from 2020 baseline data) of students in the 'Tell Them From Me' survey reporting 'I feel good about my culture' and reporting that 'Their teacher has good understanding of my culture'.	There was a 3% increase in students reporting the following: 'I feel good about my culture' and 'their teacher has a good understanding of their culture,' in the 2022 Tell Them From Me Survey.

Strategic Direction 3: Quality systems for student success

Purpose

Improved systems will support student learning by

- Providing timely data around impact to inform teaching
- Allowing whole school monitoring of student growth to inform resource allocation
- Allowing effective access to critical information about student need
- Providing additional time for teachers to collaborate for analysis of data and planing of teaching.
- Aligning systems, programs and support to increase teacher time on planning quality instruction.

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.

- Improved systems and more time for collaboration
- Data systems to support learning

Resources allocated to this strategic direction

Integration funding support
Low level adjustment for disability
Professional learning

Summary of progress

In Strategic Direction 3, our formative assessment processes were improved through the development of a K-6 assessment plan and the use of PAT testing Years 1-6, Check-in Assessments Years 3-6 and Essential Assessment K-6. Our use of Essential Assessment K-6 was extended to include a school-wide focus on identifying and catering for High Potential and Gifted Education students. This was supported by the development of a new K-6 HPGE student referral system in Sentral to streamline the communication of HPGE student identification and monitoring. Assistant Principals were used as Instructional Leaders to improve data analysis practices driving teaching and learning in all classrooms. We also moved our rosters, meeting minutes and booking systems online to maximise resource usage. All staff can now view their rosters, read meeting minutes, book learning spaces, request technical support and General Assistant support on Sentral.

The success of our activities can be attributed to streamlining our processes by reflecting on what is working well and what we could further improve upon. We have focused on improving the use of existing systems, e.g. Departmental assessment tools, Essential Assessment and Sentral. New procedures were communicated clearly, with transparency and in a timely manner to ensure all staff could fully implement systems to improve student learning and wellbeing.

This has resulted in teachers expertly applying a variety of formative assessment strategies. K-6 teachers are using reliable assessment that is regularly collected, monitored and analysed to improve student performance. Teachers routinely use evidence of learning to adapt their programs and set individual learning goals. This has been observed in teaching and learning programs, student work samples and improved teaching and feedback practices in the classroom. School systems supporting the effective use of resources such as rostering, sharing of information and online booking systems are now more streamlined.

Next year we will strengthen our commitment to developing quality systems for student success by dedicating two days per term for each Stage to engage in professional learning for the new curriculum, collaboratively analyse data and develop personalised teaching and learning programs using the new Syllabuses. We will continue to streamline our data collection and analysis processes through the development of consistent K-6 data templates as we engage with the new curriculum. We will continue to reflect and refine on our use of school systems, e.g. Sentral, to ensure effective practices that maximise time spent on teaching.

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

Collaboration At least an uplift of 0.7 points in the rating scale of teachers reporting enough time for collaboration. (WWB survey)	In the 2021 Tell Them From Me teacher survey the overall rating for collaboration was 8.3, compared to the state mean of 7.8. In the 2022 teacher survey the overall rating for collaboration was 7.9, compared to the state mean of 7.8. Unfortunately, staffing was a major barrier due to the shortage of casual staff and the high incidence of staff absences in 2021. This meant that staff were unable to follow our plan to collaborate 'off-class' for two days per term. While our rating for collaboration has decreased, it has remained above the state mean. Opportunities to support collaboration have been built into our PL plan and we will maintain a consistent focus on this aspect and continue to monitor our progress.
Focus on Instruction An minimum uplift of 10% of teachers reporting the effectiveness of collaboration including planning from a baseline of 65% .	There has been a decrease in teacher ratings for collaboration in the Tell Them From Me teacher survey, as outlined above. However, teachers have expertly applied a range of formative and summative assessment strategies to inform teaching and learning, leading to measurable improvements. Data collection and analysis has been inconsistent K-6 in 2022. In 2023 we are working towards improving collaboration between stages to ensure data sources and professional learning around assessment strategies is consistent K-6. Our Assistant Principals, Curriculum and Instruction will maintain a strong focus on increasing collaborative practices within and between stages. This will be reflected in our 2023 Professional Learning plan.
School Excellence Framework In the School Excellence Framework Management Practices and Processes domain the school will improve to be sustaining and growing in the theme of Administrative Systems and Processes	We assessed our school as 'Sustaining and Growing' in Administrative Practices and Processes our 2022 Self-Assessment against the School Excellence Framework. We centralised information (Sentral) so all staff could access rosters, timetables etc. This coincided with the changes to Playground and teacher release rosters to ensure resources were streamlined and organisation was transparent. This ensured staff were available to concentrate on instruction with well being issues minimised.

Funding sources	Impact achieved this year
New Arrivals Program $10,242.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Terrigal Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling • Targeted PL for teachers in providing relevant teaching and learning adjustments to refugee students **The allocation of this funding has resulted in the following impact:** Students were identified on the New Arrivals Program. Student's vocabulary, communication and engagement improved after receiving additional support moving from beginning to emerging on the EAL/D Learning Progressions. **After evaluation, the next steps to support our students will be:** Additional staff to be trained in understanding, using and recording student progress on the EAL/D Learning Progressions
Integration funding support $862,128.00	Integration funding support (IFS) allocations support eligible students at Terrigal Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improved systems and more time for collaboration • Targeted support for increased student success **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) **The allocation of this funding has resulted in the following impact:** All students who require additional support have a relevant and detailed PLSP. Differentiation is evident in classrooms. There is evidence of greater student engagement and learning progress. Improved communication with student, teacher and parents. **After evaluation, the next steps to support our students will be:** Continue to reflect on the success of adjustments and monitor data for student engagement and individual progress in their learning
Socio-economic background $55,143.77	Socio-economic background equity loading is used to meet the additional learning needs of students at Terrigal Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

Socio-economic background $55,143.77	• Targeted support for increased student success **Overview of activities partially or fully funded with this equity loading include:** • providing students with economic support for educational materials, uniform, equipment and other items • Employing additional learning and support staffing to target literacy and numeracy development. **The allocation of this funding has resulted in the following impact:** Students were supported to participate in a range of excursions and other learning activities that otherwise would not be able to afford the costs. Students were supported to be in correct school uniform to ensure their sense of belonging. Students were supported by the provision of food when their families were unable to afford meals. Identified students received additional learning support in literacy and numeracy to assist them to meet their learning goals. **After evaluation, the next steps to support our students will be:** Continued support into 2023.
Aboriginal background $41,700.03	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Terrigal Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** Fifty percent of Aboriginal students in Year 3 achieved in the top two bands for reading and numeracy in NAPLAN 2022. Average NAPLAN scores for Aboriginal students were above the average scores for all Year 3 and Year 5 students in 2021 in all areas, with the exception of Year 5 numeracy, however, these results were not maintained in 2022. The average NAPLAN scores for Aboriginal students in 2022 were below the average scores for Year 3 and Year 5 students in all areas. Further work is needed in 2023 to improve results for all Aboriginal learners. All Aboriginal students received cultural support developing skills in dance, art and songs. All students received additional support in class for literacy. All students had a personalised learning support plan completed in consultation with the student, family and teacher to set goals and build cultural understanding. Three students participated in the Kuriwa Junior AECG and provided ideas back to the school which included goal to establish a bush tucker garden. This was achieved by the end of 2022. **After evaluation, the next steps to support our students will be:** In 2023 a focus will be on building cultural knowledge of staff. Whilst many staff members have undertaken Connecting to Country and other learning the evaluation showed some ongoing confusion over terms, protocols and knowledge. Staff will be involved in a number of professional learning activities to build knowledge and answer questions.
English language proficiency $11,109.61	English language proficiency equity loading provides support for students at all four phases of English language learning at Terrigal Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

English language proficiency $11,109.61	**including:** • Targeted support for increased student success **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement Personalised Learning Support Plans for all EAL/D students **The allocation of this funding has resulted in the following impact:** All identified students received specialist support. All students progressed along the ESL scales and met their individual goals. **After evaluation, the next steps to support our students will be:** Ongoing professional learning for classroom teachers to enable them to further support EAL/D students in their class each day.
Low level adjustment for disability $189,401.01	Low level adjustment for disability equity loading provides support for students at Terrigal Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improved systems and more time for collaboration • Targeted support for increased student success **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in the following impact:** All students identified as needing additional support due to their disability (not supported by other funding) have received specialised support to assist them to engage with the curriculum, manage social situations and manage sensory loadings. Each student had a personalised learning support plan developed in consultation with their families and specialists where needed. **After evaluation, the next steps to support our students will be:** In 2023 to trial the use of a dedicated school learning support officer per year level to increase consistency in support, flexibility to meet emerging needs and effectiveness of learning programs.
Professional learning $56,760.34	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 Terrigal Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Increased expectations for positive behaviour • Increased impact of learning support for identified students • Data systems to support learning • Targeted support for increased student success **Overview of activities partially or fully funded with this initiative funding include:** • Professional learning activities including in class support, attendance at workshops, participation in conferences. **The allocation of this funding has resulted in the following impact:** All teachers undertook a comprehensive learning program that included mandatory training, positive behaviour support, curriculum knowledge, cultural knowledge, high performing students and wellbeing. This resulted in

Professional learning $56,760.34	increased skills and knowledge across all areas. **After evaluation, the next steps to support our students will be:** The 2023 Professional learning program will concentrate on developing skills and knowledge in the new English and mathematics syllabuses and student well being.
Beginning teacher support $60,868.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Terrigal Public School during their induction period. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this initiative funding include:** • Additional release time for beginning teachers to plan, meet with their mentors and undertake professional learning. • Beginning teachers were allocated mentors who were also released to provide point of need support. **The allocation of this funding has resulted in the following impact:** Beginning teachers have been supported with a mentor to ensure a quality induction program. Beginning teachers have become familiar with policy and procedures to inform their work and decision-making. They have undertaken important professional learning including classroom management techniques to improve their teaching. **After evaluation, the next steps to support our students will be:** Ongoing support for these teachers through our usual executive supervision structures, curriculum support and professional learning progam.
Literacy and numeracy $26,261.48	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Terrigal Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Targeted support for increased student success **Overview of activities partially or fully funded with this initiative funding include:** • employment of an additional Learning and Support intervention teacher **The allocation of this funding has resulted in the following impact:** In 2022, the percentage of students in Year 3 at Terrigal Public School below minimum standards was less than the percentage of students below minimum standards in the state, specifically: 1.7% of Year 3 students were below the minimum standard in reading, compared to 3.5% of students in the state and 2.5% of Year 3 students were below the minimum standard in numeracy, compared to 4.3% of students in the state. All identified students were provided with personalised learning aimed at their specific learning deficit. Each student was tracked via shared excel files and formally tracked on their progress at the end of term 1, in July and at the end of term 4. Students, identified as not meeting their expected growth were provided with additional support or undertook further analysis to identify why progress was not being made at expected levels. **After evaluation, the next steps to support our students will be:** This funding will cease in 2023 and be redirected to the Assistant Principal - Curriculum and Learning program in 2023..
QTSS release $181,805.02	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Terrigal Public School.

QTSS release $181,805.02	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Increased impact of learning support for identified students • Targeted support for increased student success **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices **The allocation of this funding has resulted in the following impact:** Stage 2 teachers were released to undertake Quality Teaching Rounds (QTR). Teachers observed lessons and reflected on the effectiveness of teaching strategies. The teachers involved in QTR then adjusted their own learning programs to improve efficiency within their lessons. Assistant Principals (APs) were released to provide shoulder to shoulder support for teachers in planning, data analysis and teaching. This resulted in improved use of data by teachers when planning learning. Teachers also improved their practice through effective feedback from APs. **After evaluation, the next steps to support our students will be:** With the introduction of the Assistant Principal - Curriculum and Learning (APCI) roles in 2023 Assistant Principals will need to co-ordinate with the APCIs to plan support for teachers.
Literacy and numeracy intervention $96,533.64	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Terrigal Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Targeted support for increased student success **Overview of activities partially or fully funded with this initiative funding include:** • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan **The allocation of this funding has resulted in the following impact:** All identified students were provided with personalised learning aimed at their specific learning deficit. Each student was tracked via shared excel files and formally tracked on their progress at the end of term 1, in July and at the end of term 4. Students, identified as not meeting their expected growth were provided with additional support or undertook further analysis to identify why progress was not being made at expected levels. **After evaluation, the next steps to support our students will be:** Some students have been assessed as no longer requiring support for 2023 as they will be able to be supported through normal class support structures, such as differentiation. Other students will continue with support in 2023. The targeted support program will continue in 2023.
COVID ILSP $120,872.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

COVID ILSP $120,872.00	• Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • providing targeted, explicit instruction for student groups in literacy - phonics • providing targeted, explicit instruction for student groups in numeracy - place value and additive strategies • employment of teachers/educators to deliver small group tuition • development of resources and planning of small group tuition • employing/releasing staff to coordinate the program **The allocation of this funding has resulted in the following impact:** The allocation of COVID Intensive Learning Support funding has resulted in; - small group tuition of students in literacy and numeracy - the majority of students in the program achieving positive progress in the targeted areas in literacy and numeracy - the majority of students having increased confidence in the targeted areas in literacy and numeracy - Improved VC and CVC Phonics Diagnostic Assessment scores (35% average increase for Year 3 students and a 10% average increase for Year 2 students in round one tutoring sessions) - Improved Split Vowel Digraph Phonics Diagnostic Assessment scores (14% average increase for Year 3 students and a 23% average increase for Year 2 students in round one tutoring sessions) - Improved understanding of Place Value with Year 2 and Year 3 students having a 28% increase in their results between pre and post testing - Improved automaticity when completing addition within 10, with students in Year 2 able to accurately complete an additional 7 problems and Year 3 being able to complete an additional 10 problems in 2 minutes. **After evaluation, the next steps to support our students will be:** After evaluation, the next steps to support our students will be to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes has been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.
Per capita $235,729.93	These funds have been used to support improved outcomes and the achievements of staff and students at Terrigal Public School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Increased impact of learning support for identified students • Increased Attendance **Overview of activities partially or fully funded with this operational funding include:** • Support for programs including our kitchen/garden learning program, environmental education, performing arts, sport. Funding of STEM activities, upgrades to technology and high performing student programs. **The allocation of this funding has resulted in the following impact:** Students developed skills in a range of real life activities to further develop their skills and knowledge. Equipment was provided that was used widely by students across the school. **After evaluation, the next steps to support our students will be:** Reassessment of programs will be necessary as the imposed funding of curriculum release from school budgets will restrict the number of programs that can offered on 2023.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	432	476	475	474
Girls	404	433	439	447

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.5	96.1	95.5	89.7
1	92.9	93.2	93.9	89.9
2	93.4	94.4	93.1	88.9
3	92.5	93.2	92.3	88.6
4	92.4	94.3	93.1	88.3
5	91.4	92.4	92.5	86.5
6	89.7	93.9	89.2	87.4
All Years	92.4	93.9	92.8	88.5
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
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	37.93
Literacy and Numeracy Intervent	0.84
Learning and Support Teacher(s)	1
Teacher Librarian	1.4
School Counsellor	0.8
School Administration and Support Staff	8.87

*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	88,889
Revenue	9,419,832
Appropriation	9,149,827
Sale of Goods and Services	8,671
Grants and contributions	257,099
Investment income	3,098
Other revenue	1,138
Expenses	-8,986,577
Employee related	-8,450,244
Operating expenses	-536,333
Surplus / deficit for the year	433,255
Closing Balance	522,144

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	767,654
Equity Total	297,354
Equity - Aboriginal	41,700
Equity - Socio-economic	55,144
Equity - Language	11,110
Equity - Disability	189,401
Base Total	6,819,143
Base - Per Capita	235,730
Base - Location	0
Base - Other	6,583,413
Other Total	758,478
Grand Total	8,642,630

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

Each year the school is required to seek the opinions of parents, students and teachers about the school. We use the Tell Them From Me survey data.

Parents

On a scale of 0-10, parents scored the school highly for the following statements:

I can easily speak with my child's teachers - 8.5

Written information from the school is in clear, plain language - 8.2

The school's administrative staff are helpful when I have a question - 8.1

My child is clear about the rules for school behaviour - 8.5

My child feels safe at school 8.4

Parents rated the school highly (above the state mean) in the following overarching aspects: parents feel welcome; parents support learning at home; safety at school; and inclusive school.

Areas for improvement: Parents rated the aspect of 'School supports learning' lower than other areas, particularly in regard homework and high expectations.

Students

On a scale of 0-10, students scored the school highly for the following aspects:

Effective learning time - 7.5

Positive teacher-student relations - 7.7

Expectations for success - 7.6

Student percentages above the NSW Government mean were recorded for the following statements regarding social-emotional outcomes: 87% of students indicated that they have friends at school they can trust and who encourage them to make positive choices; and 85% of students report positive behaviour at school.

Area for improvement: 51% of students indicated they were interested and motivated in their learning in comparison to a state mean of 78%

Teachers

On a scale of 0-10, teachers scored the school highly for statements across a wide range of areas, including:

School leaders have supported me during stressful times - 8.0

Teachers share lesson plans and other materials with me - 8.5

I monitor the progress of individual students - 9.2

I use two or more teaching strategies in most class periods - 9.2

I use results from formal assessments tasks to inform my lesson planning - 9.1

Teachers scored the school highly (above the state mean) for the following aspects:

Collaboration - 7.9; Learning Culture - 8.6; Date Informs Practice - 8.4; Teaching Strategies - 8.6; Technology - 7.3; Inclusive School - 8.8; and Parent Involvement - 7.7.

Areas for improvement: on a scale of 0-10 teacher ratings in the following aspects indicate areas that require attention in 2023: school leaders have taken time to observe my teaching 5.2; and school leaders have provided me with useful feedback about my teaching 6.4.

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.