

2022 Annual Report

Thirroul Public School



3201

Introduction

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

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

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School vision

At Thirroul Public School we prepare our students to become resilient, curious and kind individuals who we challenge academically to grow in their learning every year.

School context

Thirroul Public School (enrolment 400, with 2% identifying as Aboriginal and Torres Strait Islander and 5% identifying as English as an Additional Language) is a dynamic learning environment with a focus on quality teaching and learning, a full and balanced curriculum and great care for the well-being of children. The core values of RESPECT (Respect, Excel, Share, Pride, Encourage, Cooperate, Trust) underpin student wellbeing procedures.

Positive community partnerships are a strength of the school. Parents and carers are actively involved in diverse programs and offer vital support in school planning. Our school is in partnership with the Seacliff Community of Schools and the Northern Illawarra Aboriginal Education Consultative Group, which enhances a diverse range of opportunities for students to participate in social, creative and performing arts, sport, academic, leadership, environmental education programs. We offer significant after school extra curricular activities such as sport, Lego robotics, drama, and music lessons including school band as a service to the local Thirroul community and the students of our school.

Through the situational analysis, it was identified that students need to feel challenged to be motivated and interested in improving their learning. Personalised learning results in sustained growth for students. The delivery of curriculum needs to be dynamic and engaging to allow all students to grow at least a year's worth of learning for a year's worth of teaching, particularly in numeracy and literacy.

A whole school approach will be implemented to ensure the most effective evidence-based teaching methods optimise learning progress for all students including sound use of student assessment and data to inform planning, identify interventions and modify teaching practice. Differentiated teaching and effective class practice are needed to ensure that students are at instructional edge including our high performing students. The school will use data to inform collective decisions about student learning, aligned with improvement measures in the school plan.

School planning for other KLAs will focus on integrating challenging learning and problem solving to engage our students in learning. Teaching and learning programs will reflect competent, effective and systematic integration of ICT and higher order thinking to improve engagement and student outcomes. The school will build a comprehensive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students which measurably improves individual and collective wellbeing to connect, succeed and thrive.

A school wide approach which is collaborative and consistent is needed to build a positive, high expectations culture at Thirroul Public resulting in sustained and measurable whole school improvement. Leadership development programs will be planned and implemented to build the capacity of all staff to lead and manage projects within the school. There will be a strengthened approach in working with the community including the work as a collective of schools, the parent community, the high school and the AECG to create an inclusive outward facing school

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Quality teaching, planning, delivery and assessment ensures excellence and responsiveness in meeting the needs of all students to develop strong skills in literacy and numeracy and ensure all students are at instructional edge.

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.

- Effective teaching in Literacy and Numeracy
- Effective Use of Data

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$72,400.23

Literacy and numeracy: \$15,160.11

QTSS release: \$88,833.93

Socio-economic background: \$13,578.82

Per capita: \$40,000.00

Integration funding support: \$98,447.00

Low level adjustment for disability: \$135,080.50

English language proficiency: \$11,772.21

Aboriginal background: \$4,090.00

Summary of progress

Our focus was to improve student outcomes in literacy and numeracy by enhancing teacher's knowledge of evidence-based pedagogy, and effectively use data to monitor student progress and plan for targeted and explicit instruction. Our teachers engaged in professional learning that was underpinned by global research around effective reading and numeracy practices in readiness for the new curriculum which is to be taught in 2023. Through the analysis of student assessment data, higher order challenge in numeracy was identified as an area of need. Professional learning and subsequent application in classrooms of challenging tasks and higher order questioning to increase student mathematical thinking occurred in all classrooms.

Assessment data is collected on a planned basis and used responsively as an integral part of classroom instruction. Teachers were supported to interpret information about student learning, monitor student progress and plan for explicit instruction. In addition, new knowledge and skills gained through the professional learning were shared and applied through opportunities to observe each other in practice. Improvement is evidenced by an observed collaborative culture where teachers have developed a shared understanding of how to use assessment data more effectively and of the evidence-base that underpins the new curriculum. All teachers also have an understanding of how to plan, implement and assess higher order approaches to numeracy which challenge our students mathematical learning.

In 2023, we will continue to build the capacity of our teachers by engaging with research and delivering the new syllabus for Kindergarten to Year Two. Our Assistant Principal Curriculum Instruction together with the executive team, will lead all staff in planning and delivering excellent differentiated lessons in literacy and numeracy. In addition to this, we will establish systems and structures to collect meaningful data for the purpose of monitoring student progress and planning for targeted and explicit instruction.

With the Safeguarding Kids team support, the school revised the learning support systems and processes to reflect best practices aligning with DoE policies. The result was a revised referral flowchart, improved in class adjustments and continued monitoring of supports provided. Human resourcing and allocation of funding was also reviewed and the result was improved systematic support for small groups of students. In 2023, the team will build on the revised processes and use these to ensure that individual and small group support identifies, addresses and monitors individual student learning needs, both extension and support, including Aboriginal students.

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
% of students achieving in the top two bands of NAPLAN reading increases by 7.36%	2022 NAPLAN data indicates 65.6% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.
NAPLAN expected growth cannot be shared due to the impact of COVID 19 in 2020. The expected growth of students will be monitored through the use of internal measures such as PAT and Check In assessments.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
% of students achieving in the top two bands of NAPLAN numeracy increases by 7.79%	2022 NAPLAN data indicates 33% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.
NAPLAN expected growth cannot be shared due to the impact of COVID 19 in 2020. The expected growth of students will be monitored through the use of internal measures such as PAT and Check In assessments.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<p>Teachers demonstrate quality teaching, curriculum planning, delivery, and assessment through a shared understanding of quality literacy and numeracy sessions.</p> <p>Executive and teachers collaborate together and plan effective assessments as demonstrated through the LEED project..</p> <p>Learning support processes are reviewed for effectiveness and targeted students are supported both in class and small group interventions.</p>	<p>Regular collaborative planning in teams has resulted in increased evidence based quality literacy and numeracy lessons being delivered in classrooms as observed through lesson observations and document analysis.</p> <p>Data inventory and application of LEED project learning has resulted in more effective assessments as evidenced through whole school and stage planning documents.</p> <p>Analysis by Safeguarding Kids Team of learning support processes showed effectiveness in supporting targeted students both in class and small groups.</p>

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

Our students will be critical and creative thinkers, who challenge themselves in their learning and collaborate with others.

There is a planned approach to whole school wellbeing processes so that all students can connect, succeed, thrive and learn.

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.

- Engagment and Challenge
- Student Wellbeing

Resources allocated to this strategic direction

Per capita: \$72,947.00

Aboriginal background: \$5,516.00

Summary of progress

The focus for 2022 was challenging learning in Mathematics and delivering the High Potential and Gifted Education Policy through enrichment learning in both classroom and whole school projects. Two assistant principals attended HPGE network group formed and used this learning to develop enriching and extension activities for high potential students. The improvement observed was that all mathematics lessons were revised with a set of norms for enriching and challenging learning. Students were engaged in challenging, differentiated and open ended maths activities. Our next steps are to revise our units of work and embed higher order questioning and extension so that our students are challenged in their learning.

The infrastructure of technology at Thirroul has been improved including the purchasing of more laptops so that there is increased access to these within classrooms. The impact has been improved integration of technology in learning activities and observable student engagement. In 2023, there will be coding lessons for all students and building of digital technology skills throughout the school.

Together with the P&C and Student Representative Council, wellbeing procedures and the RESPECT Code were reviewed and updated. This process of consultation resulted in shared understanding of the values, and consistent language being used. Teachers also received professional learning in the Inclusive Education Reform and have drafted revised behaviour procedures in accordance with new department guidelines. One of the major achievements in 2022 was the writing of the new student leadership strategy and positive wellbeing reward structures ready to be implemented in 2023, including a systematic approach to delivering relevant lessons linked to the PDHPE syllabus.

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
Increase the percentage of students achieving expected wellbeing to be above the system-negotiated target baseline.	Tell Them From Me data indicates 75% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school), demonstrating a decrease of 7% from 2021.
Increase the percentage of students attending school greater than 90% of the time to be above the system-negotiated target baseline.	The number of students attending greater than 90% of the time is below the system negotiated baseline, however this figure was significantly affected by the public health orders. Semester Two results increased by 17% compared to Semester One, to be above state, network and like school groups, reflecting the change in public health requirements.
Plan, introduce, implement and evaluate specific programs to meet the	Network initiative delivered professional learning to staff to introduce, implement and evaluate an action research project meeting the needs of

learning needs of high potential and gifted students through the network initiative.	high potential and gifted students.
Increased technology for quality teaching, learning and assessment is evident in classrooms.	Substantial technology resourcing has occurred in 2022 supporting increased technology use in all classrooms resulting in greater student engagement.
The Aboriginal Education team collaborate with the AECG and successful implementation of projects result in increased understanding of Aboriginal culture.	Together with AECG, local elders and community, increased understanding of Aboriginal culture and history has occurred, through writing of Thirroul Public School Acknowledgement, increased profile of our Aboriginal students and celebrating the achievements of our local elder Uncle Vic Chapman.

Strategic Direction 3: High Expectations Collaborative Culture

Purpose

We create a strong culture in which high expectations, a shared sense of responsibility, and collaboration is embedded, so that teachers and leaders are supported, and support one another, to continuously develop their skills and knowledge.

Our school is committed to meaningful partnerships with families, community and other educational partners, including the AECG, creating an inclusive, outward facing 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.

- Teacher and Non Teacher Learning
- Leaders
- Partners

Resources allocated to this strategic direction

Professional learning: \$25,972.00

Summary of progress

In 2022, the staff revised and re-wrote the Strategic Improvement Plan which has resulted in increased understanding of the School Excellence in Action cycle. This process has ensured that the Strategic Improvement Plan is central to continuous improvement efforts and that the staff and community will be more focussed in 2023 through planning, implementing and evaluating the effectiveness of initiatives towards the goals written in the SIP.

Through a variety of evaluations including the High Impact Professional Learning self assessment, observations and quality of professional discussion, it is shown that Teacher Professional Learning was strategic and teachers were well supported. The impact of the professional learning can be seen in the changes in teaching practice. In 2023, we will continue to plan professional learning to build both collective and individual efficacy through strong systems and timely evaluation. There will also be planned professional time to write and reflect on Professional Development Plans. Student achievement and growth will be used to focus professional learning, especially in the QTSS time. In 2023, SASS professional learning will be more strategic and planned.

The Leadership team are applying evidence based learning and current research when working with their teams and individuals. The team focus is delivering 'clarity, consistency and confidence' so that there are school wide consistent messages and expectations. Consultative decision making and the time spent discussing alternatives, has built commitment. In 2023, the current evidence-based practice will be continued and leadership development for both existing and emerging leaders will be planned and differentiated.

We engaged with parents, community and educational partners through the High Potential and Gifted project, the AECG and P&C to increase partnerships across the school. This has included the return of onsite events and volunteering with highlights being the opening of the Uncle Vic Playground, Celebrations of Learning, the Christmas Markets and the launch of Facebook to celebrate the learning happening at Thirroul Public School. Next steps for 2023 include collecting insights from our communication platforms and qualitative data from our community for future planning in building the school profile and positive partnerships with our families.

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
Professional learning is aligned to the Strategic Improvement Plan and linked to class practice, and staff are evaluating its effectiveness in improving their practice.	Self-assessment against the High Impact Professional Learning (HIPL) School self assessment tool shows the school currently performing at delivering in all five elements.

Increased leadership capacity is developed through professional learning and coaching resulting in a strong cohesive leadership team working together and with staff.	The Strategic Improvement Plan was revised with executive and staff and in consultation with the P&C. This showed evidence of increased leadership capacity with the leadership team working together and with staff in this process.
Communication strategies are effective in building school profile and positive partnerships with families as evidenced through Tell Them from Me and Community Framework.	After analysing the 2022 Tell Them from Me parent survey results, the majority of parents identified that written information from the school is in clear language and parents feel welcome when they visit the school. Results also indicate positive partnerships as evidenced through regular parent communication with class teachers and then supporting this learning at home.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$98,447.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Thirroul 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"> • Effective teaching in Literacy and Numeracy <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Targeted students demonstrated progress towards their personalised learning goals. All Individual Learning Plans were regularly updated and responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within their own classrooms. Students requiring moderate to high levels of adjustment were supported in their physical and social interactions through playground support.</p> <p>After evaluation, the next steps to support our students will be: Staff will receive professional learning in the development of more precise Individual Learning Plans. Teachers will also be granted additional release to liaise with key stakeholders to develop and conduct ongoing reviews of student progress and plan for next steps in targeted student learning.</p>
<p>Socio-economic background</p> <p>\$13,578.82</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Thirroul 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"> • Effective teaching in Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support MiniLit (K-2) and MacqLit (3-6) program implementation. • employment of additional staff to support in class learning and engagement. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding, together with other in-school resources, has resulted in student improvement as evidenced by internal reading data and increased engagement of students in class.</p> <p>After evaluation, the next steps to support our students will be: Continue with MacqLit and MiniLit explicit reading programs for students who need additional assistance with small group decoding and comprehension tuition to support the in-class learning.</p>
<p>Aboriginal background</p> <p>\$9,606.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Thirroul Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Aboriginal background</p> <p>\$9,606.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective teaching in Literacy and Numeracy • Engagement and Challenge <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement including the AECG to implement projects, an increased understanding of Aboriginal culture and a curriculum. A personalised Acknowledgement of Country was written. <p>The allocation of this funding has resulted in the following impact: 100% of Aboriginal students are actively involved in the Personalised Learning Pathway (PLP) process, improving Aboriginal student outcomes and aspirations. Teachers' knowledge and understanding of Aboriginal culture and profile of Aboriginal students has been raised through various projects with the local community.</p> <p>After evaluation, the next steps to support our students will be: To effectively use the Personalised Learning Pathways process to meet personal goals of our students through planning time with a designated teacher. and to increase understanding of Aboriginal Australia with staff, students and the wider community through professional learning and engagement with our local elders, and AECG.</p>
<p>English language proficiency</p> <p>\$11,772.21</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Thirroul 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"> • Effective teaching in Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Targeted support through the Learning and Support Team ensures the students who require support are receiving it in small group tuition. EAL/D students are supported within class resources and through report data are confident in their learning.</p> <p>After evaluation, the next steps to support our students will be: Focus on whole school, evidence based strategies in EAL/D educational practices aiming to build the capacity of class teachers and support staff schools to improve the learning of students learning English as an Additional Language or Dialect (EAL/D).</p>
<p>Low level adjustment for disability</p> <p>\$135,080.50</p>	<p>Low level adjustment for disability equity loading provides support for students at Thirroul 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"> • Effective teaching in Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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

<p>Low level adjustment for disability</p> <p>\$135,080.50</p>	<ul style="list-style-type: none"> targeted students are provided with an evidence-based intervention MacqLit reading to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: The Intervention team has significantly impacted the literacy achievement of over 16% of our students through combining the resources available to the school into one support program. All students have shown growth on learning measures.</p> <p>After evaluation, the next steps to support our students will be: Our next steps include analysing student data to inform groupings for targeted students early in the new school year and to plan teacher and School Learning Support Officer time to maximise the resource for our students.</p>
<p>Professional learning</p> <p>\$25,972.00</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 Thirroul 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"> Teacher and Non Teacher Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> Professional learning linked to the revised Strategic Improvement Plan has delivered improved teaching and learning as well as strengthened whole school processes in wellbeing and system requirements. <p>The allocation of this funding has resulted in the following impact: Using the High Impact Professional Learning self assessment, it is shown that Thirroul Public School is delivering in most elements in professional learning.</p> <p>After evaluation, the next steps to support our students will be: To strengthen the professional development process for both teaching and non-teaching staff. To plan professional learning which aligns to both emerging system priorities, the new syllabus and differentiated for teacher individual goals.</p>
<p>Literacy and numeracy</p> <p>\$15,160.11</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Thirroul 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"> Effective 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"> resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Decodable reading resources have been purchased for students Kindergarten to Year Two ready for the implementation of the new syllabus in 2023.</p> <p>After evaluation, the next steps to support our students will be: This funding source changes to support the Assistant Principal Curriculum and Instruction in 2023. The focus for 2023 will be implementing the new syllabus K-6.</p>
<p>QTSS release</p> <p>\$88,833.93</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Thirroul Public School.</p>

<p>QTSS release</p> <p>\$88,833.93</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"> • Effective 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"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • Assistant Principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: In Semester One, the Assistant Principals supported teachers to reflect on teaching and assessment resulting in improved teaching practice. In Semester Two, professional dialogue in teams resulted in increased challenge in Mathematics instruction.</p> <p>After evaluation, the next steps to support our students will be: Led by the new specialist Assistant Principal Curriculum Instruction, teachers will be released regularly to work together to successfully implement the new syllabus in English and Mathematics.</p>
<p>Literacy and numeracy intervention</p> <p>\$72,400.23</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Thirroul 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"> • Effective 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"> • 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 <p>The allocation of this funding has resulted in the following impact: Teachers have engaged in professional learning in evidence based teaching practices for literacy and numeracy. Targeted students have received in class support with teachers collaborating with each other and with support staff to differentiate learning for all students.</p> <p>After evaluation, the next steps to support our students will be: Classroom teachers will continue to work closely with the Assistant Principal Curriculum and Instruction on the implementation of the new K-2 English and Mathematics curricula. Teachers will engage in high impact professional learning on the evidence base underpinning the new curriculum.</p>
<p>COVID ILSP</p> <p>\$58,056.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in

<p>COVID ILSP</p> <p>\$58,056.00</p>	<p>literacy/numeracy - MacqLit reading</p> <ul style="list-style-type: none"> • leading/providing professional learning for COVID educators • student data cycles and mapped using the literacy progressions and progress monitoring to show growth using the Area of focus tool from PLAN2. <p>Releasing staff to analyse and monitor school and student data.</p> <p>The allocation of this funding has resulted in the following impact: All students in the program achieved progress towards their personal learning goals. The Intervention team has significantly impacted the literacy achievement of over 16% of our students. Using the MiniLit and MacqLit assessment data, all students demonstrated growth from their initial assessment score to their post assessment throughout the data cycles from July to December. Student growth ranged from below 25% of their years average scores to above the average required for their year group.</p> <p>After evaluation, the next steps to support our students will be: Continued small literacy group tuition using data sources to identify specific students and their targeted learning needs in consultation with their classroom teacher.</p>
<p>Per capita</p> <p>\$112,947.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Thirroul 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"> • Effective teaching in Literacy and Numeracy • Engagement and Challenge • Student Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • This general funding source is used to resource all learning areas in both Strategic Direction One and Two. In 2022, it funded in class resources and to upgrade technology in the school. <p>The allocation of this funding has resulted in the following impact: Classes have the materials needed to deliver high quality engaging lessons and for the upgraded technology systems, hardware, storage and software to allow for improved integration of technology into teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: For the upgraded technology to be integrated in classroom teaching resulting in improved engagement in learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	262	270	250	215
Girls	227	230	197	183

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.7	95.8	94.1	91.2
1	94.4	95.8	93.2	87.7
2	93.8	95.6	94.8	88.6
3	93.7	94.9	94.1	87.8
4	93.5	94.5	93.4	87.3
5	92.2	94.2	93.0	86.6
6	92.9	94.3	91.4	85.0
All Years	93.7	95.0	93.3	87.7
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)	4
Classroom Teacher(s)	14.15
Literacy and Numeracy Intervent	0.63
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	3.62

*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	114,306
Revenue	3,923,812
Appropriation	3,729,760
Sale of Goods and Services	15,713
Grants and contributions	176,737
Investment income	1,602
Expenses	-3,878,369
Employee related	-3,422,160
Operating expenses	-456,209
Surplus / deficit for the year	45,443
Closing Balance	159,749

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	100,622
Equity Total	170,038
Equity - Aboriginal	9,606
Equity - Socio-economic	13,579
Equity - Language	11,772
Equity - Disability	135,081
Base Total	3,011,079
Base - Per Capita	112,948
Base - Location	0
Base - Other	2,898,131
Other Total	284,706
Grand Total	3,566,444

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

In 2022, Thirroul Public School analysed the areas of focus identified by parents, staff and students in the 2021 Tell Them From Me surveys, and took the following action.

The 2021 parent report showed communication, learning and inclusivity are considered areas for future focus. In 2022, a Communication team was formed and analysed communication in the school. Facebook was launched as a way of celebrating the student achievements. Learning through professional learning on challenging our students in mathematics in all classrooms occurred. Inclusivity has been a focus area through the new wellbeing, leadership and positive recognition plans being drafted.

The 2021 teacher report showed technology as an area for future focus. In 2022, upgraded wifi, new laptops, charge stations, and interactive whiteboards have resulted in more technology available in classrooms.

The 2021 student report showed belonging (accepted and valued by peers and by others) is considered an area of focus. We have drafted and consulted with our students regarding the new leadership and revamped positive recognition of achievement plans recognising that we are building belonging to school and peers after the interruptions of the past two years.

2022

After analysing the 2022 Tell Them from Me parent survey results, the following strengths have been identified:

- Written information from the school is in clear language
- Parents feel welcome when they visit the school including questions being answered by the administrative staff.
- The majority of parents have spoken with a teacher more than two - three times about their child's learning and behaviour and feel that the school reports are written in terms they understand.
- Students feel safe going to and from school
- Parents support the learning happening at school

The parent report showed communication and wellbeing programs are considered areas for future focus.

After analysing the 2022 Tell Them from Me teacher survey results, the following strengths have been identified:

- Collaboration, inclusivity, teaching and learning culture.
- Working with parents to solve problems for children.
- High expectations for classroom behaviour.

The teacher report showed technology is considered an area for future focus.

After analysing the 2022 Tell Them from Me student survey results, the following strengths have been identified:

- Students have positive relationships with friends and the teachers
- Strong positive behaviour and valuing schooling outcomes
- The majority of students are proud of Thirroul Public School

The student report showed positive sense of belonging and higher challenge including challenging themselves, are considered areas for future focus.

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.