

2022 Annual Report

Thurgoona Public School



3208

Introduction

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

Learning for life, in an inclusive, engaging and supportive environment.

School context

Thurgoona Public School is situated on the northern outskirts of Albury near the New South Wales/Victorian border. It has a student population of **26 classes**.

The enrolment of students has increased rapidly over the space of 5 years. An **increase of 35%** of students has had a significant impact on the infrastructure and resources required to meet these demands. Students come from a wide range of socio-economic backgrounds with **8.8%** of the student population identifying as Aboriginal or Torres Strait Islander and **2%** of the student population from an English as an Additional Language or Dialect (EAL/D) background.

The school's motto is 'Learn to live and live to learn'. The premise behind this ethos stems from a belief that the school culture is focused on equipping the students with the dispositions to become successful life-long learners who have a thirst and passion for knowledge.

Dedication and commitment from school staff, combined with community partnerships ensure that student academic, social and emotional growth and development is fostered.

The school is proud of the strong partnership that exists between the school and the Parents and Citizens Association. This partnership results in extensive social opportunities for the school community while also providing funding support for specific school initiatives.

Extra-curricula opportunities in sport, science, technology, and creative and performing arts enable our students to excel through a range of different experiences. Further to this are the extensive experiences that students engage in within English and mathematics.

A rigorous analysis of the strengths and areas for development has been conducted at a whole school level to consider recommendations for our proposed strategic directions for the 2022-2026 School Improvement Plan. Through the analysis of internal and external data using multiple data sources including: Scout Data, The School Excellence Framework Self-assessment Survey, the suite of surveys from Tell Them From Me, school-based analysis of assessments and reflections gathered from the staff, we have been able to collaboratively discover key themes and trends to identify inspirational goals for our school.

Work will take place on developing quality formative and summative assessment and data collection practices and developing greater consistency of judgement within the school. Continual monitoring of student performance data will determine areas of need and success at a class and school level.

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

Strategic Direction 1: Student growth and attainment

Purpose

If we embed explicit coaching and mentoring structures to build teacher's understanding of data concepts and assessment strategies, **then** a systematic approach to assessment leads to the evaluation and monitoring student learning over time, **so that** teaching is responsive and leads to measurable improvements for all 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.

- Whole school assessment
- Data to inform practice

Resources allocated to this strategic direction

AP Curriculum & Instruction
Professional learning
QTSS release

Summary of progress

Initiative 1: Whole school assessment

The focus of this initiative in 2022 was to implement consistent assessment practices for reading and additive strategies across K-6 classes. In 2022, The Assistant Principal Curriculum and Instruction conducted a review of current assessment practices. Professional learning was provided by the Assistant Principal Curriculum and Instruction to introduce the Assistant Principals to some external Department of Education assessments. These assessments are currently implemented inconsistently, and greater uniformity is needed.

As a result of the review, it was evident that teachers needed professional learning to implement assessment tasks such as the WARP, phonics diagnostic tool and decodable text monitoring. In 2023, our focus will be on building teacher capacity to implement, monitor and evaluate internal and external data sources. Additionally, we have identified the need to create a whole school tracking system that clearly shows individual student progress towards syllabus outcomes.

Initiative 2: Data to Inform Practice

In 2022, the focus was to use coaching and mentoring practices to improve teacher's capacity to use student data to informing teaching and improve student outcomes. K-2 teachers were provided with reading data by the Assistant Principal Curriculum and Instruction. This was used by teachers to inform their guided practice and groupings within phonics lessons as well as to identify interventions.

Next year, our focus will be on using the Assistant Principal, Curriculum and Instruction roles to lead coaching and mentoring practices so that teachers can use data from our school's Assessment Schedule to effectively evaluate student understanding and use this data to inform planning, identify interventions and modify teaching practice. Additional release as part of the Curriculum Reform Initiative will be allocated to help achieve this.

In 2023 our focus will be on the implementation of five-week teaching sprints in 2023, so that teaching assessment is used flexibly and responsively as an integral part of daily classroom instruction and formative assessment is practised expertly by teachers.

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
An uplift of 8% of Year 3 & 5 students achieving in the top 2 bands in NAPLAN reading to be trending above the lower bound target.	2022 NAPLAN data indicates 31.95% of students are in the top two skill bands for reading, indicating the school did not achieve the system negotiated lower bound target.

<p>An uplift of 8% of Year 3 & 5 students achieving in the top 2 bands in NAPLAN numeracy to be trending above the lower bound target.</p>	<p>2022 NAPLAN data indicates 16.46% of students are in the top two skill bands for numeracy, indicating the school did not achieve the system negotiated lower bound target.</p>
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Purpose

If we use our coaching and mentoring processes to identify, promote and model the most effective, evidence-based teaching strategies, **then** all teachers have expert contemporary content knowledge, **so that** there is a strong culture of continuous improvement, active learning and high expectations.

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 classroom practice
- Collective efficacy and collaboration

Resources allocated to this strategic direction

AP Curriculum & Instruction

Professional learning

Socio-economic background

Per capita

Integration funding support

Low level adjustment for disability

English language proficiency

Aboriginal background

QTSS release

Summary of progress

Initiative 1: Reading

The focus of this initiative in 2022 was to create a consistent approach to teaching reading, based on current pedagogical practice. Professional learning in the area of decodable texts and phonics was provided to all teachers. There is a consistent approach to the teaching of a phonics lesson in K-2 classes with a scope and sequence and template for individual lessons. The impact of this has led to a 20% increase between the end of year Kindergarten data in 2021 to the end of Term 3 Kindergarten data in 2022. This practice is still being consolidated in Years 3-6 classes. Assistant Principals introduced the practice of fluency reads, to replace guided reading practices. Further coaching will be required in 2023 to embed this practice.

Next year, we will work towards creating a whole school reading strategy that outlines the processes for teaching reading at Thurgoona Public School. This will include professional learning on the components reading instruction. The staff will be collaboratively planning, with the leadership of the Assistant Principal, Curriculum and Instruction, to implement the new K-2 syllabi. This work will involve quality text units that build comprehension skills. Familiarisation activities for Years 3-6 teachers will also be scheduled as part of building their capacity for formal implementation in 2024. By implementing effective teaching and learning practices in reading, all students will demonstrate growth.

Initiative 2: Numeracy

The focus of this initiative was to create a consistent approach to teaching additive strategies. Professional learning was provided on the pedagogy underpinning additive strategies and resources were supplied to teachers. There is consistent delivery in Early Stage 1 and Stage 1 classes with more consistency needed in Years 3-6 classes.

Coaching and mentoring practices were led by the Assistant Principal, Curriculum and Instruction to build the capacity of a numeracy team to lead stage-based programming in the area of additive strategies. Programming templates were created and the lead teachers shared these at collegiate meetings. Evidence demonstrates that this did not result in a whole school approach to programming and will be a further focus for 2023.

Next year, we will continue to focus on additive strategies as external data identifies this as an improvement area. There will be an enhanced focus on creating a whole school approach to teaching additive strategies at Thurgoona Public School. This will include professional learning on the components. The staff will be collaboratively planning, with the leadership of the Assistant Principal, Curriculum and Instruction, to implement the new K-2 syllabi. Familiarisation activities for Years 3-6 teachers will also be scheduled as part of building their capacity for formal implementation in

2024. This work will support all teachers to understand the numeracy demands of the new syllabus and to implement effective teaching and learning practices which lead to student growth.

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
An increase from 42.31% of students in Year 5 achieving expected growth in reading.	Student achievement data is unavailable for this progress measure in 2022 due to the cancellation of NAPLAN in 2020.
An increase from 52.95% of students in Year 5 achieving expected growth in Numeracy.	Student achievement data is unavailable for this progress measure in 2022 due to the cancellation of NAPLAN in 2020.

Strategic Direction 3: An inclusive, engaging and respectful school

Purpose

If we develop and implement a planned approach to wellbeing, **then** there is school-wide collective responsibility for student learning and success **so that** all students and staff are able to 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.

- Consistent approach to behaviour and wellbeing
- Whole school approach to learning and support

Resources allocated to this strategic direction

Professional learning
Socio-economic background
Location
Aboriginal background
AP Curriculum & Instruction

Summary of progress

Initiative 1: Consistent Approach to behaviour and wellbeing

The focus of this initiative is to develop and implement a school-wide approach to behaviour and engagement where well-planned teaching is taking place so that students engage in productive learning with minimal disruption. The school engaged an external provider to lead the implementation of Positive Behaviour for Learning (PBL). This has included professional learning for PBL leadership team and on-going coaching as we move through the action plan. As a result, we have begun the consultation required to develop a common philosophy about behaviour and the implementation of the first external procedure. Established working parties made up of representatives from across staff, have contributed to the progress so far.

We have consulted with various stakeholders on the establishment of an outdoor learning space that is culturally inclusive. The aim of this space is to increase engagement for all students by incorporating sensory and cultural elements. Further consultation on the design elements will be required in 2023. This space will lead to measurable improvements in wellbeing and engagement.

Next year, the PBL team will continue to work with the external provider to review, adjust and implement a new behaviour matrix that is reflective of the school's common philosophy. This will include explicit teaching of expected behaviours. The School Behaviour Support and Management Plan will be completed and ready for implementation at the end of Term 2 and will be reflective of the common philosophy and care continuum. Additionally, the team will develop and implement further external procedures. This will support further improvements in productive learning with minimal disruption.

Initiative 2: Whole school approach to learning and support

The focus of this initiative is to embed a continuum of support for students needing interventions to support their learning and engagement. This involved surveying staff on their level of understanding of learning and support procedures already in place at the school. Survey results showed that 50% of staff found the current processes ineffective and 94.1% of staff seek executive support to respond to students with complex needs. This indicates that professional learning is required to build the capacity of staff to plan for and respond to students with additional needs, including the implementation of the Inclusive Education Policy. It also demonstrated the need to broaden the support that can be provided by the Learning and Support Team. As a result, the school recruited for an Assistant Principal Learning and Wellbeing for 2023. This role will support the refinement of referral and response processes.

Next year, explicit systems including assessment and identification processes will be developed to support teachers in identifying individual student learning needs in consultation with parents/carers and the Learning and Support Team. This will result in developing a care continuum which is mapped to inclusive practices and the School Excellence

Framework, that clearly outlines supports at Thurgoona Public 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
The proportion of students attending for 90% of the time increases.	The number of students attending greater than 90% of the time or more has decreased.
The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School increases.	The number of students reporting positive wellbeing outcomes has increased by 2% across the positive wellbeing measures.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$28,450.00</p>	<p>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 Thurgoona 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: the development of English language skills of newly arrived EAL/D students has developed enabling them to access the curriculum, successfully participate in learning alongside their peers in mainstream classes and engage confidently in the broader Australian community. The data showed that all students involved in the program made progress through the EAL/D phases.</p> <p>After evaluation, the next steps to support our students will be: professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible. With additional NAP funding continuing in Term 1 of 2023, the withdrawal support model will continue for the identified students.</p>
<p>Integration funding support</p> <p>\$465,330.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Thurgoona 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"> • Collective efficacy and collaboration <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 targeted professional learning around disabilities including autism and receptive/expressive language delays. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • 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) <p>The allocation of this funding has resulted in the following impact: all eligible students have demonstrated progress towards their personalised learning goals. All individual plans were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to ensure funding is used to address each students' support needs. This will include employing additional staff to assist with personalised learning and support for students in mainstream classes. As well as to provide release for classroom teachers to undertake professional learning and to plan adjustments with parents and carers and other school staff and/or allied</p>

Integration funding support \$465,330.00	health professionals where appropriate.
Socio-economic background \$140,788.21	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Thurgoona 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"> • Consistent approach to behaviour and wellbeing • Whole school approach to learning and support • Collective efficacy and collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff to support student learning • employment of additional staff to support technology implementation. <p>The allocation of this funding has resulted in the following impact: an extensive investment in the purchase of decodable readers and quality texts has ensured the implementation of decodables across K-6 classes as well as quality texts to support the teaching of reading and writing in upper primary. As a result of professional learning provided, teachers have reported an increased understanding of the importance of phonics and ideas as to how to teach phonics and how to use decodables in K-2 as well as for below grade readers in the primary. The Digital Classroom Officer role was expanded to include an additional day which contributed to the development of collaborative online programming so that programs are dynamic and show signs of revision based on student data. Funding was also used to employ additional staff to provide intensive small group reading and numeracy intervention for targeted students.</p> <p>After evaluation, the next steps to support our students will be: to provide professional learning on the care continuum to ensure all staff are equipped with the skills needed to support students at point of need.</p>
Aboriginal background \$48,727.76	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Thurgoona 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 enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Consistent approach to behaviour and wellbeing • Collective efficacy and collaboration <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 to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Funding was used to support the implementation of intervention groups focused on supporting our 21 Aboriginal and/or Torres Strait Islander students with lessons aligned to the observable features of each</p>

<p>Aboriginal background</p> <p>\$48,727.76</p>	<p>progression point within additive strategies from the Numeracy Progressions. This resulted in 72% of targeted students moved at least 1 progression point forward, in additive strategies. The intervention groups for identified Aboriginal students also used the explicit instruction guide, Heggarty's to focus on phonemic awareness and phonics instruction. The intervention groups consolidated the scope and sequence used in the classroom, by reviewing previously taught grapheme phoneme correspondences from previous weeks. This repetition and multiple exposures of grapheme-phonemic correspondence, and hands-on experiences to blend and segment has contributed to 72% of Aboriginal and/or Torres Strait Islander students in Kindergarten meeting the benchmark or above, for expected reading levels, according to the NSW Literacy Learning Progressions.</p> <p>After evaluation, the next steps to support our students will be: continue consultation and planning for an indigenous sensory garden to be a joint funded project in 2023. Continue to target Aboriginal and/or Torres Strait Islander students for additional reading and numeracy support to enable them to reach expected level for their grade as reflected in their Personalised Learning Pathways.</p>
<p>English language proficiency</p> <p>\$14,741.55</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Thurgoona 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"> • Collective efficacy and collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: 53% of identified students progressed to the next phase on the EAL/D Learning Progressions. Kindergarten students made the most improvements. 28% of the group had just begun a new phase of learning at the beginning of 2022.</p> <p>After evaluation, the next steps to support our students will be: provide EAL/D Progression levelling professional learning to staff. Additionally, continue the employment of staff to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds will be necessary in 2023. A focus on K-2 EAL/D students will be needed in 2023, with intervention to be provided via withdrawal so that they can continue to move through the Learning Progressions.</p>
<p>Low level adjustment for disability</p> <p>\$166,778.79</p>	<p>Low level adjustment for disability equity loading provides support for students at Thurgoona 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"> • Collective efficacy and collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students

<p>Low level adjustment for disability</p> <p>\$166,778.79</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 • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: strengthened our capacity to meet obligations to students under the Commonwealth Disability Standards for Education 2005 and we have strengthened our partnerships between school and parents and carers to ensure thorough consultation in preparing and delivering individual plans. Data shows an increased level of student participation and engagement in learning.</p> <p>After evaluation, the next steps to support our students will be: to continue using the funds to employ Learning and Support teachers to work directly within the school to provide additional support for students so that they are achieving their individual learning goals, specifically in reading and additive strategies.</p>
<p>Location</p> <p>\$5,113.21</p>	<p>The location funding allocation is provided to Thurgoona Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Consistent approach to behaviour and wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release • student assistance to support excursions • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: increased student engagement in incursions including behaviour reward activities as a result of the implementation of PBL.</p> <p>After evaluation, the next steps to support our students will be: to continue subsidising student excursions to enable all students to participate.</p>
<p>Professional learning</p> <p>\$42,856.52</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 Thurgoona 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"> • Whole school assessment • Consistent approach to behaviour and wellbeing • Collective efficacy and collaboration • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging external experts to provide PL in PBL • provide additional release for teachers to work with the AP C and I and the DCO to engage in professional learning, review teaching programs, assessment processes and teaching practices to implement a consistent approach to the teaching and monitoring of reading • provide additional time for teachers to collaboratively develop clear and consistent assessment schedules for each stage with a focus on Additive Strategies (Years 1-6) and Quantifying Numbers (ES1 focus for Semester 1) and Additive thinking (ES1 focus for Semester 2)

<p>Professional learning</p> <p>\$42,856.52</p>	<ul style="list-style-type: none"> • expand the DCO role to include an additional day per week • provide additional release for teachers to work with the AP C and I and the DCO to engage in professional learning, review teaching programs, assessment processes and teaching practices to implement a consistent approach to the teaching and monitoring of additive strategies <p>The allocation of this funding has resulted in the following impact: K-2 have consistent practices in place for the implementation of phonics diagnostic assessments. 3-6 have structures in place; however this needs to be rolled out more consistently from the beginning of 2023. Due to time constraints, some of the professional learning identified has not be completed and will need to be rolled over next year and reviewed upon completion.</p> <p>After evaluation, the next steps to support our students will be: to establish coaching and mentoring practices based on examples of best practice in the teaching of reading, numeracy and PBL. We will also create an action plan for PL focused on the teaching, assessing and reporting of reading and numeracy aligned with the new English syllabus for 2023. Additionally, further consolidation and training is required to continue the implementation of PBL. Also, a whole school collection and storage of data system to be planned ready for implementation at the start of 2023 for more clear and consistent processes across K-6 in data analysis. This activity will be included in SD 1 Data to inform practice initiative and will require professional learning to ensure staff have the capacity to utilise the data to inform teaching cycle.</p>
<p>Beginning teacher support</p> <p>\$16,501.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Thurgoona Public School during their induction period.</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 initiative funding include:</p> <ul style="list-style-type: none"> • engaging in collaborative practices • evaluating the impact of their teaching on student progress and achievement • engaging in professional discussion and personal reflection • to support a beginning teacher's participation in targeted professional learning activities that are specifically designed to support their development <p>The allocation of this funding has resulted in the following impact: beginning teachers have compiled evidence to achieve mandatory accreditation at Proficient Teacher level with the NSW Education Standards Authority (NESA).</p> <p>After evaluation, the next steps to support our students will be: continue to allocate money to ensure additional release, mentoring and targeted professional learning is provided to beginning teachers so that they can achieve accreditation and develop competency against the Teaching Standards.</p>
<p>QTSS release</p> <p>\$115,495.61</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Thurgoona 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"> • Whole school assessment • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>QTSS release</p> <p>\$115,495.61</p>	<ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: the Assistant Principals had additional release to work with the Assistant Principal, Curriculum and Instruction to deepen their understanding of the new syllabuses and work towards strengthening teaching and learning practices within their stage. This included: engaging in professional learning, collaborating in developing new scope and sequences, designing units of work and preparing assessment tasks. Release time was also provided to assist every teacher to engage with, and implement, the new curriculum for English and mathematics.</p> <p>After evaluation, the next steps to support our students will be: continue with additional release for staff to support the implementation of the new syllabuses within their stage. Next steps will also include providing teachers with ongoing professional learning around quality teaching practices so that the new syllabi can be implemented with rigor and impact.</p>
<p>COVID ILSP</p> <p>\$148,742.00</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • employing/releasing staff to coordinate the program • employment of additional staff to support the monitoring of COVID ILSP funding • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact: 30% of Year 1 students were selected to receive COVID ILSP. 14% of this group achieved minimum benchmark and were transitioned off the support. 24% of Year 2 students were selected to receive COVID ILSP. 57% of this group achieved minimum benchmark and were transitioned off the support. 18.5% of Year 3 students were selected to receive COVID ILSP. All of this group are still working towards achieving minimum benchmark. 19.65% of Year 4 students were selected to receive COVID ILSP. 40% of this group achieved minimum benchmark and were transitioned off the support. 16% of Year 5 students were selected to receive COVID ILSP. 66.5% of this group achieved minimum benchmark and were transitioned off the support. 5.5% of Year 6 students were selected to receive COVID ILSP. 100% of this group achieved minimum benchmark and were transitioned off the support.</p> <p>After evaluation, the next steps to support our students will be: to continue to use COVID ILSP funds in 2023 to employ additional teachers/educators to deliver small group tuition for those still working towards minimum benchmark.</p>
<p>Per capita</p> <p>\$151,355.13</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Thurgoona 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"> • Collective efficacy and collaboration

<p>Per capita</p> <p>\$151,355.13</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • employ additional staff to support technology integration by building capacity of staff to integrate education apps and software to enhance teaching practices and student engagement • purchase additional technology including student devices to increase student access to technology <p>The allocation of this funding has resulted in the following impact: an increased usage of technology resources as part of teaching practice which is evident in the timetabling of the resources, showing that the equipment is being used 100% of the time. Student confidence has increased as they are using digital technologies to modify and redefine learning tasks.</p> <p>After evaluation, the next steps to support our students will be: With a new fleet of Chromebooks being implemented in Stage 1 classes, professional learning will be required to build the capacity of teachers to use the Chromebooks in their teaching practice. The school has a commitment in 2023 to continue the DCO role to maintain the current level of progress and to continue to uplift teacher skills in the integration of technology. This will include digital programming, wider exposure and consolidation of the range of digital tools available to enhance teaching via the Universal Resources Hub and/or Digital Selector Tool and ensuring the technology resources within the school are being utilised (filming kit, robotics, lego kits, microbits and grove inventor kits).</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	296	300	291	309
Girls	292	295	308	308

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.8	95.5	92.5	87.3
1	95.0	93.7	93.1	88.7
2	94.6	94.9	91.6	89.7
3	94.4	95.6	92.7	87.9
4	94.9	94.6	92.2	87.2
5	92.9	94.4	93.2	88.0
6	93.1	94.8	90.9	86.7
All Years	94.2	94.8	92.3	87.9
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)	1
Assistant Principal(s)	5.2
Classroom Teacher(s)	24.24
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.06

*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	527,655
Revenue	6,470,310
Appropriation	6,240,950
Sale of Goods and Services	3,741
Grants and contributions	216,099
Investment income	6,421
Other revenue	3,100
Expenses	-6,369,399
Employee related	-5,776,090
Operating expenses	-593,309
Surplus / deficit for the year	100,911
Closing Balance	628,566

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	450,598
Equity Total	371,036
Equity - Aboriginal	48,728
Equity - Socio-economic	140,788
Equity - Language	14,742
Equity - Disability	166,779
Base Total	4,530,957
Base - Per Capita	151,355
Base - Location	5,113
Base - Other	4,374,489
Other Total	583,268
Grand Total	5,935,860

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, the school undertook the suite of Tell Them From Me surveys. The surveys were used to capture student and parent and voice, providing reliable evidence for schools to use in identifying strengths and areas for improvement.

Student Satisfaction

Overall, our students feel they have positive relationships at school and that they have friends they can trust and encourage them to make good choices. 85% of students had positive behaviour at school, which is higher than the NSW Government school's norm.

Students report that they try hard to succeed in their learning and that teachers are responsive to their needs. Students feel proud of their school, their classrooms and the environment, with First Nations students feeling good about their culture when at school and believe their teacher had a good understanding of their culture.

Parent/caregiver Satisfaction

22% of families are involved with P&C and other committees. 64% of our parents identify Thurgoona Public School has been a culturally safe place for all students. The majority of our families rate informal meetings and the telephone as being the most useful types of communication to keep informed.

Teacher Satisfaction

Staff feedback was collated via school based surveys and consultation as part of the development of the new Strategic Improvement Plan. The data showed that staff wanted a more streamlined administration system for student information and communication. Additionally, internal situational analysis identified a need to review our whole school approach to student wellbeing and engagement, particularly with new policies being released as part of the Inclusive, Engaging and Respectful Schools reform.

In 2023, our focus will be on increasing the opportunity for our parents and carers to engage with school activities. This will involve providing the opportunity for parents and carers to learn more about syllabus content and how they can support their child at home, by offering hands-on informative sessions for parents and carers.

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.