

# 2022 Annual Report

## Toukley Public School



3250

## Introduction

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

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

### School contact details

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Toukley Public School

Main Rd

Toukley, 2263

<https://toukley-p.schools.nsw.gov.au>

[toukley-p.school@det.nsw.edu.au](mailto:toukley-p.school@det.nsw.edu.au)

4396 4275

## School vision

Toukley Public School's vision is to be one of the finest inclusive schools in Australia, ensuring that all students are known, valued, cared for and fulfilling their potential. The school community holds high expectations for all students to improve in their learning and systems and structures are designed to meet the needs of every student. Expert teachers and leaders use evidence based, innovative strategies to engage students and take every opportunity to enhance student outcomes through developing their professional performance, connecting with families and the community and listening to the voices of the students.

## School context

Toukley Public School is situated on the NSW Central Coast. Our school expectations are that respect, responsibility and excellence are ubiquitous throughout the school and its community. We have an enrolment of 517 students from Preschool to Year 6. The school receives significant equity loadings for socio-economic status (FOEI 140), Aboriginal background and students with disabilities.

Kooloora Preschool is our designated Aboriginal preschool, with 40 places available for a part time program to service Aboriginal families from all areas of the Central Coast. Our school has 148 (26%) Aboriginal students who are well supported through close connections with the Muru Bulbi Aboriginal Education Consultancy Group (AECG) and a designated Aboriginal Education Officer.

Our four class special education unit provides placements for 28 multi-categorical (MC) students who are supported by specialist support staff.

Our strong intervention and learning support programs help to ensure the needs of individual students are met. Our school has an increasing enrolment of students with an English as an Additional language or Dialect (EAL/D) background which currently sits at 2.4%.

Toukley utilises the expertise of designated Assistant Principals - Curriculum and Instruction to support the teaching of literacy and numeracy, providing in class, in context professional learning for teachers. Collaborative practices and feedback, coaching and mentoring, professional learning and opportunities for expertise and innovation lie with the whole staff, regardless of their role. Everyone is linked in providing the conditions for academic and social/emotional growth.

Toukley Public School participates enthusiastically in a wide variety of extra curricular activities, including PSSA sports, choir, public speaking and debating, the spelling bee, Aboriginal dance and didge groups, various other dance groups and a Green Thumbs environmental/gardening program.

Engaging programs and differentiated lessons that cater for the needs of every student and where every child experiences success are imperative. We are building a culture where engagement is high in every subject in every classroom through mutually respectful relationships, inclusive practices, explicit teaching at point of need, excellent, responsive pedagogy and exceptional management of student behaviour. Engagement in extracurricular activities to promote health and social outcomes and experiences that expose students to a wide variety of post school options are focus areas.

In order to pursue the best outcomes for students, each and every member of the school community plays an important role that is linked to the success of every student and the whole 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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to build a strong foundation for success in reading and numeracy, we will employ consistent school-wide practices to curriculum planning, delivery and assessment using effective explicit teaching methods. School-wide student assessment data will be regularly used to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

### 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.

- Curriculum and effective classroom practice
- Assessment and data skills and use

### Resources allocated to this strategic direction

**Socio-economic background:** \$25,530.00

### Summary of progress

In reading, the Assistant Principal Curriculum and Instruction (APC&I) held Professional Learning (PL) to introduce new resources to staff. The APC&I modeled and observed staff using decodable readers. There was a need to streamline programming for reading for consistency and review our current scope and sequence. The Assistant Principals delivered PL on the NSW DoE Reading and Comprehension Guides to stage teams to improve reading practice. All staff engaged in PL in reading assessment and effective practice during literacy sessions. Our staff had robust and reflective conversations based on improving current practice in reading and survey results identified the need for years 3-6 staff and SLSOs to engage in additional support to improve reading instruction and reading assessment practices. Next year we aim to maintain best practice across K-6 and provide individual support where needed.

Our K-2 phonics scope & sequence was updated to reflect the new K-2 English Syllabus. The new scope and sequence will be trialed and continuously evaluated as a part of the teaching and learning cycle. A new phonological awareness program was reviewed and purchased across K-2, however upon evaluation it was not implemented in the multicategorical classes. Phonics and spelling instruction in 3-6 had a focus on consistency across classes. To further support this, additional PL is being delivered and more time will be allocated for collaboration to ensure consistent delivery of content.

In writing, the APC&Is conducted classroom walk-throughs to observe quality classroom environments and APs collected and reviewed teaching programs to provide individualised feedback around writing. Quality examples of the writing process displays were shared with staff as a model for best practice. As a result of observations and feedback time has been allocated to work collaboratively on developing consistent writing programs and assessments across K-6.

In Numeracy, APs delivered PL on the DoE Numeracy Guides to stage teams. The Interview for Student Reasoning (IfSR) was used as a tool for assessment for intervention. Next year, PLAN3 and Essential Assessment will be utilised to track whole school numeracy data and IfSR will continue to be used for targeted students. Maths Talks will be devised in line with best practice and current research and implemented in classrooms K-6 in 2023.

An internal assessment platform was trialed and used across years 3-6 to develop consistency. PL was delivered and information gathered from the assessment platform was used to triangulate data for consistent student assessment and to inform teaching and learning programs. Upon evaluation, the assessment platform will continue to be used next year, with more PL being provided. Our stage assessment schedules were evaluated to ensure consistent and current assessment practices are being used. Our whole school assessment schedule will be updated to reflect changes made, ensuring a variety of internal and external data is available to collect and analyse student progress.

### 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
Top 2 Bands NAPLAN (system-	We achieved 28% of students in the top two bands for reading.

negotiated target): Increase the percentage of students achieving Top 2 bands in Reading to be at or above the system-negotiated lower bound target of 33.61%.	
Increase the percentage of students achieving at or above expected growth in reading by 10%. (Baseline 46.1% of students at or above expected growth in reading)	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Top 2 Bands NAPLAN (system-negotiated target): Increase the percentage of students achieving Top 2 bands in numeracy to be at or above the system-negotiated lower bound target of 24% (Baseline 17.7%).	We achieved 11.2% of students in the top two bands for numeracy.
Expected Growth NAPLAN (system-negotiated target): Increase the percentage of students achieving expected growth in numeracy by at least 6% (Baseline 53.7%).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The percentage of Aboriginal students achieving in the Top 3 NAPLAN bands in numeracy to be trending up towards the system-negotiated lower bound target of 40.7%.	We achieved 17% of Aboriginal students in the top three bands for numeracy.
'Data informs Practice' responses from the Tell Them from Me Teacher Survey will increase by at least 0.4. (Data informs Practice Baseline School 7.0. NSW Govt Norm 7.8).	The Tell from Me Teacher Survey indicated that 'Data informs practice' responses had increased by 0.9. This increased the baseline average to 8.0.
Top 2 Bands NAPLAN (school-determined target): Increase the percentage of students achieving in the Top 2 bands or beyond each year. (Baseline: 46% Year 3 and 3% Year 5).	We achieved 34% of Year 3 students in the top two bands for writing. We achieved 8% of Year 5 students in the top two bands for writing.
Top 2 Bands NAPLAN (school-determined target): Increase the percentage of students achieving in the Top 2 bands or beyond each year. (Baseline: 42.9% Year 3 and 33.4% Year 5).	We achieved 36% of Year 3 students in the top two bands for spelling. We achieved 29% of Year 5 students in the top two bands for spelling.
The percentage of Aboriginal students achieving in the Top 3 NAPLAN bands in reading to be trending up towards the system-negotiated lower bound target of 51%.	We achieved 31% of Aboriginal students in the top three bands for reading.

## Strategic Direction 2: Engagement

### Purpose

To improve student learning outcomes, we will develop a collective responsibility for student learning. We will create consistent school wide practices and processes to ensure supports for student learning with high expectations linked to positive student engagement, wellbeing and teaching practices and build effective, engaging learning environments.

### 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.

- Attendance
- Wellbeing
- Engagement

### Resources allocated to this strategic direction

### Summary of progress

Attendance data was analysed and an attendance data wall was established to identify patterns in students attendance school wide. Special events showed an increased in attendance. Monitoring of roll marking procedures and attendance responsibility flowcharts were created to increase consistency and accountability with follow up procedures. Next year we will monitor and adjust flowcharts if required. During term 1 and 2, we followed the current guidelines regarding attendance and sickness/symptoms. Many families had a ripple effect. This reduced the attendance rate of many students. Over term 3 and 4 we had an increase in attendance rates across the school. Staff followed the roll marking procedures and attendance flow chart with follow up calls, letters and learning and support referrals. There is the need for consistency to be developed. Our CLO and AEO focused on contact students below 70%. The data collected indicates that student attendance is increasing and parents have become more engaged in the importance of school attendance. The CLO and AEO through phone calls and meetings explained the importance of attendance and provided support to families to obtain transport and services to help increase their child's attendance.

The learning and support team reviewed and analysed the LST procedures and processes. A refresher PL is required due to inconsistency and further review of procedures is required. A SAS action plan was developed and PL aligned with data. A database of students requiring support from LST and LaST support was created and class teachers noticed an increase knowledge of students identified and support structures in place. The database enable to monitor timely follow up of required actions, although the need for a more streamlined approach to be develop next year. Documentation location and updating of plans developed in Sentral for ease of staff to be up to date. PL was provided. Staffing of the Lighthouse had some inconsistency due to shared staff roles. To further support next year we will provide whole staff PL on Tier 1 documents to increase in class supports to reduce reactive call outs. School acknowledgement of learning and positive behaviours in line with whole school expectations occurred termly, with community attendance. Cool Kids and Dinosaur anxiety groups in term 4 were offered to 11 stage 2 students and 17 stage 3 students with 6 parent/cares declining the offer. Feedback was positive with many requesting to attend the program if offered again. The new Suspension procedures and processes PL was provided to staff and as a result we will revise and update school procedures and processes in line with new procedures.

Evidence from the student survey indicates that the School Breakfast Club is assisting students who are attending before school. Students who are attending are focused and settled to start their learning rather than on days when they do not attend with classroom teachers noticing unsettled behaviours. An award was introduced in line with the school focus for the week with many students following the expectation of the week. These awards were presented at the weekly assembly. Students have been developing positive relationships and peer connections during the time they are spending in breakfast club. The food and support from Food Bank will continue into 2023 as well as from the other local business that support. Parenting information courses based on wellbeing- Tuning into Kids was attended by 8 parents. Staff liaising with the local Neighbourhood Centre and staff attending Together for Toukley meetings to ensure maximising opportunities for our parents to engage with services and supports relevant to their needs. The school provided details of courses and services via Seesaw. Pop up stalls from the Neighbourhood centre promoting local support services were successful at each stage gate. Playgroup attendance steadily increased over Term 4, providing social interactions and promoting enrolment at Toukley Public School. A space to cater for the increasing attendance at playgroup a new location within the school needs to be identified for 2023. To further support staff, students and the community, LST processes and procedures to engage the CLO need to be followed. Staff and parent referrals were created and implemented although the need to develop a flow chart to engage the CLO is required to maintain consistency.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Increased percentage of students attending &gt;90% of the time to be at or above the system negotiated lower bound target 72.6%.</p> <p>To reduce the number of students with an attendance rate of less than 85%, from 15.9% to 14%.</p>	<p>Students attending <math>\geq 90\%</math> is 33%.</p> <p>Students attending <math>&lt;85\%</math> is 44.4%.</p>
<p>Increased engagement of areas identified in the PBL SAS and Student Behaviour Strategy and review practices across the school</p>	<p>Staff participation in professional learning on Student Behaviour Strategy was 88.6%. PBL SAS identified areas to be addressed.</p>
<p>Increase the proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging ,to be above the system negotiated Wellbeing lower bound target of 89.6%, as evident in the TTFM results.</p>	<p>The Tell Them from Me survey 2022 indicates 76.77% of students reporting Expectations of Success, Advocacy and Sense of Belonging.</p>
<p>School assessment in the School Excellence Framework shows improvement from sustaining and growing to excelling in the following- Learning Culture- Attendance, and Wellbeing.</p>	<p>Self assessment against the School Excellence Framework increased to excelling in <i>Learning Culture- Attendance</i>.</p> <p><i>Wellbeing</i> maintained sustaining and growing in <i>Caring for students</i>.</p> <p>In A planned approach to <i>Wellbeing</i>, <i>Individual learning needs</i> and <i>Behaviour</i> lifted to excelling.</p>



## Strategic Direction 3: Expertise and Innovation

### Purpose

In order to maximise student outcomes we will further develop and refine teaching and assessment strategies in critical and creative thinking. Further to this, teachers will use their knowledge of the Quality Teaching model to enhance their pedagogy and teaching programs.

All staff will be given the opportunity to undertake a continuous cycle of improvement to ensure every student, every teacher and every leader improves every year.

### 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.

- Expertise
- Quality Pedagogy
- Critical and creative thinking

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$82,871.00

**QTSS release:** \$112,737.50

**Socio-economic background:** \$7,685.00

### Summary of progress

To meet the activities outlined for expertise and innovation, the following activities were completed. To ensure expertise across the school, Assistant Principals, Curriculum and Instruction (APCI)s, surveyed staff in Term 1 and again in Term 3 to provide direction for targeted support. APCIs have delivered whole school, stage and executive Professional Learning to up-skill all staff on best practice in literacy and numeracy. APCIs in collaboration with stage Assistant Principals (APs), continued the cycle of support on a needs basis. Opportunities were given for teachers to support other teachers through lesson observations and time was made for resource sharing and collaborative discussion. Through this model of professional learning delivery, the APs capacity and expertise in curriculum and leadership have been supported and extended. In addition, APs facilitated stage based program reflection conversations each term, with a focus on effective teaching and learning and documentation. To further enhance the continuous cycle of improvement in staff expertise in 2023, time will be allocated for whole stage teams to work collaboratively with their APs and APCIs to provide stage-based Professional Learning.

To embed quality pedagogical practices across the school, APCIs have developed resources and worked shoulder to shoulder with staff. APCIs delivered whole school Professional Learning on Explicit Instruction (EI) and Reading Warm ups. These lessons provide foundational literacy skills and reduce cognitive load. Executive staff collaborated with local schools and EI expert John Fleming on best practice in explicit instruction. APCIs then developed reading warm ups specific to our context and assisted in consistent implementation, K-6. Using feedback from staff, data from student results along with the Tell Them From Me survey, guidelines for reading warm up content and engagement norms were developed and revised. All staff were upskilled in developing reading warm up resources and have contributed to a school wide bank. During term 4, APCIs began working with teachers to develop the necessary resources and professional learning required to roll out maths warm ups (Maths Talks) for 2023.

To successfully embed critical and creative thinking (CCT) across K-6 curriculum, lessons were modeled and team teaching occurred to develop teachers understanding of CCT dispositions, skills and strategies. This allowed for teachers to learn best practice from an expert teacher and transfer these skills to their own teaching programs. In addition, teachers were able to observe students displaying CCT skills and develop confidence in questioning techniques to encourage deeper understanding in their students. Survey results indicated that most teachers successfully gave feedback to students either verbally or written, using the CCT dispositions. All staff were observed by an expert teacher against a CCT criteria which allowed for teachers to be identified as needing further support. This will be a focus for 2023. Planning days occurred for all stage teams to embed CCT into existing and new units. An Agreed Practices document outlining CCT expected practices will be designed and presented to staff for use in 2023. CCT practices will also be included in report writing guidelines to ensure language is communicated to parents and in program reflection documents for termly review in 2023.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Maintain or increase all areas of 'Leadership' except the areas currently below 7.0</p> <p>Increase the areas of 'School leaders have helped me establish challenging and visible learning goals for students,' 'School leaders have helped me improve my teaching' and 'School leaders have taken time to observe my teaching.' These areas to improve by a minimum of 0.2.</p>	<p>'School leaders have helped me establish challenging and visible learning goals for students,' is currently 7.6 (6.5 in 2021).</p> <p>'School leaders have helped me improve my teaching' is 8.4 (7.1 in 2021).</p> <p>'School leaders have taken time to observe my teaching.' 7.4 (6.1 in 2021).</p>
<p>'Teachers have given me helpful feedback about my teaching' in the TTFM Teacher survey will be equal to or above 6.9.</p>	<p>'Teachers have given me helpful feedback about my teaching' in the 2021 TTFM Teacher survey is at 7.9, an improvement of 0.9 since last year.</p>
<p>'School Supports Learning' in the TTFM parent survey will increase to at least 7.2.</p>	<p>'School Supports Learning' in the TTFM Parent survey improved by 0.3 and currently sits at 7.6, 0.3 above the NSW Govt Norm.</p>
<p>'Students try hard to succeed in their learning' in the TTFM Student survey will increase by at least 2%</p>	<p>'Students try hard to succeed in their learning' in the TTFM Student survey is currently at 75%, with the NSW Govt Norm at 88%. Girls averaged out at 78% and boys averaged 74%. Year 4 showed 88% which increased by 9% and is 1% above NSW Govt norm, Year 5 showed 68% and Year 6 showed 72%, which increased by 10% from the previous year.</p>
<p>All teachers begin PL in CCT and experiment with use in their classrooms</p>	<p>Critical and creative thinking dispositions, skills and strategies evident in 70% of teacher programs in at least 3 subject areas, predominantly in science, math and literacy.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$407,230.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Toukley Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensuring support staff maintain currency in their training and professional learning needs are identified and met.</p>
<p>Socio-economic background</p> <p>\$789,045.34</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Toukley Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum and effective classroom practice</li> <li>• Critical and creative thinking</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional SLSOs to implement teacher devised programs to support identified students with additional needs</li> <li>• CLO to increase access to services and to engage with external providers to support student engagement and retention.</li> <li>• additional staffing to support the preschool - engage a AP Preschool.</li> <li>• DP Learning and Support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> These positions have ensured the development and implementation of support programs for our students and families. The executive positions have consulted and liaised with families and the broader community, accessing specialist support and providing targeted support and PL to students, staff and families. The CLO has assisted our families to access support services, enhanced understanding on where and how to access support, facilitated community involvement in all aspects of student wellbeing, promoted the school and linked with specialist programs through liaison with community.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The CLO program has supported many families and enhanced educational outcomes for many students. The program will continue in 2023. The DP Learning and Support will become AP Learning and Support with APs taking on aspects of the role. The AP Preschool will become DP Preschool and share expertise across other local school with services on site.</p>
<p>Aboriginal background</p> <p>\$251,324.82</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Toukley Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$251,324.82</p>	<p>Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal Education Officer allocated P-6.</li> <li>• Assistant Principal Higher Duties - Preschool Teacher</li> <li>• Specialist additional staff (LaST) to support Aboriginal students</li> <li>• Enhance school environment to promote belonging and cultural safety to support Aboriginal students and families.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Effective relationships between Aboriginal students, Aboriginal parents, the Aboriginal community and school staff. Improved outcomes for students Preschool - Year 6. Needs based LaST intervention has impacted Aboriginal students in literacy and/or numeracy, including both high performing students and students who are in need of extra assistance.</p> <p><b>After evaluation, the next steps to support our students will be:</b> AEO allocated more time to engage with families daily. Aboriginal SLSO employed to support students in class and monitor PLP goals. Continuing focus on making school grounds culturally safe and on the celebration and learning of Aboriginal histories and culture. The Local Aboriginal Curriculum will be developed in consultation with the AECG and the local community, then phased in for Year 5 and 6 students, ensuring continuity of learning and strong connections between the feeder schools and the high school.</p>
<p>English language proficiency</p> <p>\$8,723.50</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Toukley Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Supported English language acquisition and development for targeted students. Proficiency identified, supported and reported to parents. Successful transitions to school for newly arrived students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff professional learning on English language proficiency to ensure effective strategies in whole class settings.</p>
<p>Low level adjustment for disability</p> <p>\$243,934.03</p>	<p>Low level adjustment for disability equity loading provides support for students at Toukley Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students</li> </ul>

<p>Low level adjustment for disability</p> <p>\$243,934.03</p>	<p>and in a case management role within the classroom/whole school setting</p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Learning and Support teachers providing direct support for students with additional learning and support needs through a range of strategies including the areas of social integration, language and communication, literacy, numeracy and behaviour. The Learning and support teachers have planned, implemented, modeled, monitored and evaluated personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer. They have provided professional specialist advice, support and mentoring to classroom teachers on how best to cater for the diverse learning needs in their classrooms, and advice and assistance about students with additional learning needs to the school's learning and support team. SLSOs have supported students in mainstream classes who have additional learning and support needs without a formal diagnosis of disability.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Developing the skills of middle leaders to support classroom teachers to ensure all students are thriving in the classroom setting.</p>
<p>Professional learning</p> <p>\$41,931.66</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 Toukley Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning to support the three strategic directions of the school plan - as detailed in Strategic Directions section.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional Learning to support the three strategic directions of the school plan - as detailed in Strategic Directions section.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Professional Learning to support the three strategic directions of the school plan - as detailed in Strategic Directions section.</p>
<p>Literacy and numeracy</p> <p>\$82,871.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Toukley Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Pedagogy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> See COVID ILSP section</p> <p><b>After evaluation, the next steps to support our students will be:</b> See COVID ILSP section</p>
<p>QTSS release</p> <p>\$112,737.50</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Toukley Public School.</p>

<p>QTSS release</p> <p>\$112,737.50</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Critical and creative thinking</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Strategic Direction 3 - critical and creative thinking. Teachers learned best practice from an expert teacher and transferred these skills to their own teaching programs. Survey results indicated that most teachers successfully gave feedback to students either verbally or written, using the CCT dispositions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> An Agreed Practices document outlining CCT expected practices will be designed for use in 2023. CCT practices will also be included in report writing guidelines to ensure language is communicated to parents and in program reflection documents for termly review.</p>
<p>COVID ILSP</p> <p>\$461,969.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• leading/providing professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Educators identified and supported those students most in need of literacy and numeracy support. Most students showed growth in target areas.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Online assessment programs employed to triangulate external assessment data and teacher judgement provide teachers and COVID tutors a deeper understanding of the student needs. Teacher training and support to differentiate lessons to cater for the variety of student needs in the whole class setting will continue.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	293	304	304	272
Girls	250	242	226	205

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.9	95.0	89.8	84.6
1	91.0	95.2	88.5	84.4
2	92.1	94.5	91.2	82.5
3	91.3	94.0	89.2	86.5
4	90.6	94.8	89.4	84.0
5	91.5	94.2	89.5	84.5
6	89.7	95.4	88.6	82.8
All Years	91.3	94.7	89.4	84.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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

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



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

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

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

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

## Management of non-attendance

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

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



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	6.6
Classroom Teacher(s)	21.9
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.98

\*Full Time Equivalent

### Workforce composition statement

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

### Aboriginal and Torres Strait Islander workforce composition

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

### Aboriginal and Torres Strait Islander school workforce composition

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

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

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

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,087,183
<b>Revenue</b>	7,916,854
Appropriation	7,780,261
Sale of Goods and Services	5,038
Grants and contributions	127,382
Investment income	4,174
<b>Expenses</b>	-7,936,330
Employee related	-6,743,929
Operating expenses	-1,192,401
<b>Surplus / deficit for the year</b>	-19,475
<b>Closing Balance</b>	1,067,707

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	407,230
<b>Equity Total</b>	1,293,028
Equity - Aboriginal	251,325
Equity - Socio-economic	789,045
Equity - Language	8,723
Equity - Disability	243,934
<b>Base Total</b>	4,470,102
Base - Per Capita	140,758
Base - Location	0
Base - Other	4,329,344
<b>Other Total</b>	904,911
<b>Grand Total</b>	7,075,270

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

## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

The student survey showed positive growth in sense of belonging, advocacy at school, positive teacher-student relationships, expectations for success and positive learning climate. Interest and motivation will be addressed in 2023.

21 parents completed the TTFM parent survey. This is significantly less than in previous years. These parents rated the school at or above NSW Government norms in all areas - parents support learning at home, parents feel welcome, parents are informed, school supports positive behaviour, school supports learning, inclusivity and safety at school. We will look at providing incentives for parents to participate in the future as this has been a successful strategy previously.

In the TTFM teacher survey, teachers ranked the school's leadership, collaboration, parent involvement, learning culture, data informs practice, teaching strategies, technology and inclusivity - the Eight Drivers of Student Learning - at above NSW Government Norm in all areas. A focus on setting learning goals will continue into 2023.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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