

2022 Annual Report

Tregeagle Public School



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Introduction

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

Tregeagle Public School
808 Tregeagle Road
TREGEAGLE, 2480
<https://tregeagle-p.schools.nsw.gov.au>
tregeagle-p.school@det.nsw.edu.au
02 6629 5220

School vision

Tregeagle Public School encourages high expectations for student learning and strives to support every student to achieve their personal best in all curriculum areas. We provide our students with a strong foundation in literacy and numeracy and support students in an engaging environment which promotes academic excellence, collaboration and wellbeing. In order for students to thrive as future global citizens, we are committed to developing students with strong critical and creative thinking skills and resilience, who have confidence in their ability as self-directed learners. Our staff and parents/carers endeavour to work collaboratively to foster positive relationships resulting in a strong sense of belonging within our school community.

School context

Tregeagle Public School is a rural school of 115 students, including 6% Aboriginal enrolments. The school sits nestled amongst the macadamia and avocado farms of the Alstonville Plateau and is 6 kms from the outskirts of the nearest town, Lismore. Our experienced staff draw upon their diverse skills and knowledge to teach our five classes and work in collaboration in pursuit of student and school excellence.

Tregeagle Public School has a well established reputation for holding a strong academic focus and students enjoy diverse opportunities that challenge and extend their learning across an extensive and progressive curriculum. A diverse variety of extra-curricular programs are offered to students including choir, public speaking, chess & draughts, dance and sporting teams. This is extended through our proud association with the Southern Cross Community of Small Schools (SCCoSS). Student leadership and initiative is promoted and encouraged through our Student Representative Council and Gifted and Talented Enrichment Program. Our school is renowned locally for its Junior Landcare program, where students learn about sustainability and regularly enhance our school's natural environment.

Tregeagle Public School has a well established reputation for providing an open and caring environment where students, staff, families and our community work in strong partnerships. We have an active P&C who support the canteen and many other programs running in our school. Tregeagle Public School instils the positive targets of: Be Safe, Be Respectful and Be a Learner in our students and these are taught explicitly and reinforced by staff, parents and peers to create a quality and safe learning environment. Tregeagle Public School is a welcoming and friendly school which boasts an exceptional reputation within our community.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

- Initiative 1 - Reading Improvement
- Initiative 2 - Numeracy Improvement

Resources allocated to this strategic direction

Integration funding support: \$38,000.00

Low level adjustment for disability: \$33,235.00

Professional learning: \$11,288.00

AP Curriculum & Instruction: \$30,228.00

English language proficiency: \$3,433.00

Summary of progress

Strategic Schools Support Program (SSSP) - Reading Vocabulary and Comprehension Improvement

- Focusing on High Impact Professional Learning (HIPL) supported by the SSSP, teachers and executive were guided through the process of developing consistent evidence-informed practices for reading improvement across our school.
- Staff used a range of assessments including NAPLAN, Check-In Reading and the HIPL self-assessment to identify a point of need for students in their reading. It was decided that we would focus on vocabulary and comprehension.
- A range of resources which support quality instruction in vocabulary and comprehension were included in the SSSP program's professional learning suite. Implementing the SEEC model was very effective in explicit instruction in vocabulary, as was exposure to a range of quality resources from the Universal Resource Hub.
- Staff were guided through deep data dives utilising PLAN2 and short assessment data, that helped to ascertain student growth and future teaching areas in vocabulary and comprehension.
- Five weekly collaborative protocols occurred as part of our 'learn, do, reflect' cycles which allowed teachers to reflect and refine the evidence-based, quality teaching practices they were using in vocabulary and comprehension instruction.

Reading & Numeracy Improvement

- All teachers strongly committed to identifying, understanding and implementing the most effective explicit teaching methods in reading, with the highest priority given to evidence-based teaching strategies. Pleasingly, Term 1 Year 4 Check-in reading results showed that on average our students achieved 3% above the state average.
- Teaching staff participated in professional learning around the new K-2 English and Mathematics syllabus documents through collaborative engagement in the DoE micro-units. Planning days occurred to review and revise school scope and sequence documents, including aligning assessments and resources to the new syllabus outcomes.
- Professional learning occurred to support the implementation of decodable readers throughout our school, including the assessments that supported this.
- Soundwaves Spelling program continued to be implemented K-6 to support the syllabus areas of spelling, phonic knowledge, phonemic awareness and reading.
- Maths Plus was implemented across K-6 to ensure consistency of practice and systemic teaching, assessment and reporting.
- Assessment data was collected in reading and numeracy on a regular and planned basis and used responsively to inform classroom instruction and student learning goals.
- Students were supported to achieve success with multi-layers of support provided in reading and numeracy which included small group, targeted individual and in-class SLSO support. The Multilit program ran across K-3 to support students reading growth.

Next year in this strategic direction we will:

- **PLAN2** - Teachers will participate in a one term 'learn, do, reflect' cycle guided by our APCI around creating an Area of Focus in PLAN2. Teachers will do pre and post assessments in a vocabulary thread and become familiar with the indicators in the literacy continuum. This will assist teachers to identify the literacy needs of their students, target teaching and monitor progress throughout the teaching and learning cycle.
- **APCI** - All teachers will commit to professional learning to increase their capacity in identifying, understanding, and applying effective strategies and participate actively in planned off-class sessions with the APCI.
- **3-6 English and Mathematics syllabus** - Teachers will be guided through professional learning around new

syllabus documents.

- **Numeracy Focus** - A focus on problem solving and multiplication to drive value-add results in mathematics in Years 3-5 will happen in 2023. Additional teacher resources will be invested to stream seven mathematics groups focusing on explicit instruction in numeracy.

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
READING - NAPLAN - TOP 2 BANDS Meet or exceed the lower bound target 55% of students achieving in the Top 2 Bands in NAPLAN Reading.	<ul style="list-style-type: none"> • Data indicates that 53% of Year 5 students are in the top 2 bands in reading showing a <i>3% growth</i> from our baseline data. We achieved above SSSG and DoE Average top 2 band averages. • Data indicates that 20% Year 3 students are in the top 2 bands in reading showing a <i>decline</i> from our baseline data. • Post SSSP staff questionnaire - staff scored 8.14 out of 10 for a deeper understanding of top 2 band questions demonstrating teacher professional development.
Initiative 1: Reading: Expected Growth <ul style="list-style-type: none"> • Meet or exceed our baseline data of 49% of students achieving expected growth in NAPLAN Reading. • Meet or exceed state average in Check In Assessments in Reading. 	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. • System Check In Assessment data for Years 4,5& 6 2022 indicates strong, above expected growth in Reading.
NUMERACY - NAPLAN - TOP 2 BANDS Meet or exceed the lower bound target 42% of students achieving in the Top 2 Bands in NAPLAN Numeracy.	<ul style="list-style-type: none"> • Data indicates that 47% of Year 3 students achieved in the middle 2 bands in numeracy. Teachers are working to build their value-add in numeracy and are aiming to move these students into the Top 2 Bands by Year 5. • This is reflected in our Year 5 data as well, with 79% of Year 5 students achieving in the middle 2 bands in numeracy. Again, teachers are working on value-add to move these students into the top 2 bands by Year 7.
Initiative 1: Numeracy Expected Growth <ul style="list-style-type: none"> • Meet or exceed our baseline data of 48.5% of students achieving expected growth in NAPLAN Numeracy. • Meet or exceed state average in Check In Assessments in Reading. 	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. • System Check In Assessment data for Years 4,5& 6 2022 indicates as expected growth in Numeracy.

Strategic Direction 2: Quality Teaching

Purpose

To provide explicit teaching methods that are based on evidence, leading to enhanced student outcomes.

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.

- Initiative 3 - Effective Classroom Practice
- Initiative 4 - Educational Leadership

Resources allocated to this strategic direction

QTSS release: \$21,145.00

AP Curriculum & Instruction: \$30,000.00

Summary of progress

Effective Classroom Practice

- Using effective teaching practices outlined in 'What Works Best' under 'High Expectations' and 'Explicit Teaching', Tregagle PS continued to implement the principles of Visible Learning throughout our school in 2022, supported by targeted professional learning.
- Through classroom observations and program checklists, it was evident that teachers were regularly using 'learning intentions' and 'success criteria' in 2022 to set and expect high expectations for their students. Assessments were supported by rubrics which outlined how students could be successful. Teachers used checklists in the subject area of writing to drive improvement.
- In the Tell Them From Me (TTFM) student survey, in the area of 'Effort', 2022 data indicates that 94% of 'students try hard to succeed in their learning'. This is a rise of 14% from 2021 and is well above the state average. This demonstrates that the visible learning practices that we are implementing have been successful in encouraging students to be self-directed learners.
- In the TTFM student survey, in the area of 'Explicit Teaching Practices and Feedback', 2022 data indicates that 7.5/10 students believe 'teachers set clear goals for learning, establish expectations, check for understanding and provide feedback'. This has improved since 2021 and is level with the NSW Govt Norm.
- Furthermore, in the TTFM parent survey, in the area of 'School supports learning', 2022 data indicates that 8.1/10 parents believe 'teachers support learning by having high expectations for all students'. This is well above the NSW Govt Norm.
- This data combined demonstrates that parents, teachers and students are all aware that high expectations in learning through the use of visible learning practices have a positive impact on both quality teaching practices and student learning outcomes.

Educational Leadership - Leadership development

- The Assistant Principal Curriculum and Instruction (APCI) position was established in our school in 2022. They have worked closely in collaboration with the Lead Literacy Specialists through the School Strategic Support Program (SSSP) to build instructional leadership skills around teacher mentoring, planning for high impact professional learning and use of data to inform practice. The SSSP team have guided our executive team to establish and implement regular 'Collaborative Reflection Protocol's' as part of our 'learn, do, reflect' cycles of improvement and change.
- Our School Administrative Manager (SAM) has lead and coordinated targeted professional learning for the Southern Cross Community of Small Schools (SCCoSS) SAM Network. This has lead to an increase in knowledge and capabilities with SAP, particularly in finance and reports.

Next year in this strategic direction we will:

- **Student Learning Goals** - Use internal and external data to inform student learning goals.
- **Student feedback** - Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.
- **Performance and Development Plans** - Upskill teachers, non-teaching staff and executive around the effective use of the 'Digital PDP' platform as a tool to drive professional development and improvement.

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
Initiative 3 - Effective Classroom Practice: • SEF - Maintain 'Sustaining and Growing' in the <i>Effective Classroom Practice</i> element of the <i>Teaching Domain</i> .	• Achieved our goal of maintenance of ' sustaining and growing ' in the Effective Classroom Practice element of the Teaching Domain.
Initiative 3 - Effective Classroom Practice: • SEF - Self-assess as 'Delivering' in the <i>Data Skills and Use</i> element of the <i>Teaching Domain</i> .	• Self-assessment against the School Excellence Framework shows we have positively moved from 'Delivering' in 2021 to ' Sustaining and Growing ' in 2022 in the Data Skills and Use element of the Teaching Domain.
Initiative 3 - Effective Classroom Practice: • SEF - Self-assess at 'Sustaining and Growing' in the <i>Learning and Development</i> element of the <i>Teaching Domain</i> .	• Self assessed at ' Excelling ' in the School Excellence Framework in the ' Learning and Development ' element of the Teaching Domain. This has grown positively from 'Delivering' in 2021.
Initiative 4 - Educational Leadership: • SEF - Self-assess and validate at 'Sustaining and Growing' in the <i>Educational Leadership</i> element of the <i>Leading Domain</i> . • <i>TTFM Staff Survey</i> (Term 3 each year);	• Self-assessment against the School Excellence Framework shows we achieved our goal of maintenance at ' Sustaining and growing ' in the Educational Leadership element of the Leading Domain. • In the TTFM teacher survey, in the area of ' School leaders leading improvement and change ', 2022 data indicates that 100% of teachers believe that 'school leaders in my school are leading improvement and change' . • In the TTFM teacher survey, our school also scored 8.7/10 in the area of leadership, which is 1.6 above the NSW Govt Norm . This data indicates that our schools educational leadership team is driving positive educational improvement.

Strategic Direction 3: Wellbeing and Engagement

Purpose

To ensure every student has a strong sense of wellbeing and is engaged and challenged to think critically and creatively in their learning.

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.

- Initiative 5: Engagement and Attendance
- Initiative 6 - Wellbeing

Resources allocated to this strategic direction

Location: \$3,277.00

Aboriginal background: \$7,737.00

Socio-economic background: \$17,646.00

Summary of progress

Engagement Initiative:

- Parents and family members were able to attend school functions and to share in the life of the school with a return to pre-COVID school activities and events during the year. This helped the school to re-engage positively with our local school community in 2022.
- In term one, our school held an **'Open Classrooms'** evening and this was very well attended by our students and their families. Along with termly **'Class Newsletters'** from each teacher outlining the learning, homework and important events for the term, we also continued **'Class Dojo'** as a tool for home and school engagement with each class. **Parent teacher interviews** were well-supported in 2022, as was our fortnightly, **whole-school assembly** featuring an item from a different class each time.
- Engagement in our school communication tools was very positive with a continuation of a fortnightly **online newsletter and updated school website**. A continued investment in the **Schoolstream app** for whole school messaging was very successful in keeping our school community informed during the local flooding events in term one. In addition, the school created a DoE official **School Facebook** site for the purposes of a positive social media presence in the hope to engage a wider school community.
- Student engagement was fostered in 2022 through **weekly technology lessons** for each class with a specialised technology teacher and through utilising **STEM share kits**. We resourced and ran a weekly **Enrichment Program** in semester one and two for gifted and talented students who were able to participate in a range of programs including **\$20 Boss and the Green Innovations Challenge**. We also supported students to participate in our community of schools (**Southern Cross Community of Small Schools - SCCoSS**) General Knowledge, Public Speaking, Spelling Bee and Chess/Draughts competitions throughout the year to encourage student engagement.

Wellbeing Initiative:

- Tregagle PS ensured it's commitment towards a strategic and planned approach to whole school wellbeing processes in 2022, with a continuation of the **Positive Behaviour for Learning (PBL)** initiative. Regular PBL meetings occurred to discuss all aspects of PBL including short and long term rewards, behaviour data analysis, lesson development outlining targeted teaching of positive behaviours and communication strategies for PBL to communicate our high and consistent expectations to our whole school community.
- The positive impacts of continuing and enhancing PBL at Tregagle PS in 2022 resulted in **94% of students having 'positive behaviour at school'** which is **11% above the NSW Govt Norm**. This data demonstrates that at Tregagle PS there are systems and processes around classroom management that allow for a focus on teaching, learning and wellbeing.
- Furthermore, the 2022 TTFM student survey, also indicated that **77%** of our students reported a positive **'sense of belonging'**. Pleasingly, since 2020, we have seen a **16% rise** in this area. Continued investments into student engagement activities including the Enrichment Program, technology lessons and SCCoSS initiatives will hopefully continue to see this figure rise.

Next year in this strategic direction we will:

- **Community Engagement** - Provide student, family and community engagement activities that promote a strong sense of wellbeing. These will include a 'Welcome BBQ' and the re-establishment of the Tregagle PS Junior Landcare and student clubs initiative.
- **PBL** - Continue to review and build on Positive Behaviour for Learning in our school to encourage positive wellbeing.

- **Enrichment Program** - Enhance the Enrichment Program to extend and engage Gifted and Talented students by offering engagement in a variety of programs including \$20 Boss and Tournament of Minds.
- **ICT** - Enhance the engagement in ICT across our school through engagement and professional learning with the newly established Digital Classroom Officer in 2023.
- **Attendance** - Review and develop dynamic, whole-school attendance procedures that reflect policy and encourage a strong engagement in 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
ATTENDANCE: Meet or exceed our lower bound attendance target of 84% of students attending school >90% of the time.	<ul style="list-style-type: none"> • The percentage of students attending greater than 90% of the time in Semester One 2022 was 59%. This is below our baseline attendance target. • Attendance in Semester One 2022 was impacted by local flooding events and COVID. • The overall attendance rate at Tregeagle PS was 88.44% for 2022 which was above the State and Network norm.
WELLBEING: Meet or exceed our lower bound wellbeing target in SCOUT of 84%.	<ul style="list-style-type: none"> • 89.52% of students reported positive wellbeing in 2022. This is above our upper bound target and 11% more than our baseline data. • Self-assessment against the School Excellence Framework shows the element of Wellbeing to be 'excelling'.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$38,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tregeagle 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"> • Initiative 1 - Reading Improvement <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. • consultation with external providers for the implementation of personalised learning and support plans. <p>The allocation of this funding has resulted in the following impact: Eligible students being supported within their classrooms, and through participation in small group activities, to achieve progress toward the learning goals within their Personalised Learning and Support Plans.</p> <p>After evaluation, the next steps to support our students will be: To ensure Personalised Learning and Support Plans are developed, reviewed and refined across each school year as a result of student data analysis, along with student and parent/carers input.</p>
<p>Socio-economic background</p> <p>\$17,646.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tregeagle 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"> • Initiative 6 - Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Implementation of Positive Behaviour for Learning (PBL) across the school K-6. • resourcing to support PBL implementation across the school. • employment of additional staff to embed PBL as common school-wide program and practice. <p>The allocation of this funding has resulted in the following impact: Strengthened whole school behaviour support program, with known school-wide behaviour expectations. Purchase of additional resources to implement and support PBL across the school. Staff professional learning around PBL tiers, strategies and implementation.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of PBL alongside the introduction of the Inclusive Education Reforms and new processes for behaviour management in 2023.</p>
<p>Aboriginal background</p> <p>\$7,737.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tregeagle 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"> • Initiative 5: Engagement and Attendance

<p>Aboriginal background</p> <p>\$7,737.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students. • employment of additional staff to support literacy and numeracy programs. • Support with resources and planning as part of the Bundjalung Language Program. <p>The allocation of this funding has resulted in the following impact: Additional in-class support for Aboriginal and Torres Strait Islander students to meet the goals contained within their Personalised Learning and Support Plans.</p> <p>After evaluation, the next steps to support our students will be: Continue to build a positive link for all Aboriginal and Torres Strait Islander students and families to have a strong relationship with the school.</p>
<p>English language proficiency</p> <p>\$3,433.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tregeagle 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"> • Initiative 1 - Reading Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of school learning support officer to assist classroom teachers to support student learning needs. <p>The allocation of this funding has resulted in the following impact: Teachers provided with additional support to enhance student reading programs including Soundwaves, guided reading groups using decodable resources and the Multilit program within classrooms.</p> <p>After evaluation, the next steps to support our students will be: Continued support of classroom teachers to build and maintain English language proficiency across all classrooms K-6.</p>
<p>Low level adjustment for disability</p> <p>\$33,235.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Tregeagle 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"> • Initiative 1 - Reading Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. <p>The allocation of this funding has resulted in the following impact: The provision of additional resourcing through Student Learning Support Officers to provide consistent support through small group and classroom interventions. Employment of additional staff to enable teachers to differentiate the curriculum and better cater for the diversity of student learning needs.</p> <p>After evaluation, the next steps to support our students will be: Continue to develop the capacity of the schools' Learning Support Team to identify and support students who are at risk of not fulfilling their potential as learners. In addition, we will continue to develop the capacity of SLSOs to</p>

<p>Low level adjustment for disability</p> <p>\$33,235.00</p>	<p>work with teachers to support the needs of students.</p>
<p>Location</p> <p>\$3,277.00</p>	<p>The location funding allocation is provided to Tregeagle 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"> • Initiative 5: Engagement and Attendance <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate. <p>The allocation of this funding has resulted in the following impact: Students were supported to engage in a range of school activities across the year.</p> <p>After evaluation, the next steps to support our students will be: Continue to support student access to learning experiences and opportunities that enrich the learning environment and experience for students.</p>
<p>Professional learning</p> <p>\$11,288.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Tregeagle 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"> • Initiative 1 - Reading Improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching reading and explore modelled, interactive, guided and independent reading. • providing high-impact professional learning to support teachers to deliver effective programs to support reading improvement <p>The allocation of this funding has resulted in the following impact: The increased capacity of teachers to embed effective practices in the explicit teaching of reading across all grades K-6. Resourcing to support teachers to better assess student performance and use data to drive future directions in teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: Professional learning will continue to be aligned to the needs of staff and the pursuit of school targets within the school's strategic improvement plan.</p>
<p>QTSS release</p> <p>\$21,145.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tregeagle 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"> • Initiative 3 - Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs

<p>QTSS release</p> <p>\$21,145.00</p>	<p>The allocation of this funding has resulted in the following impact: Strengthened opportunities for staff collaboration, particularly in the area of Vocabulary. Collegial support and mentoring opportunities across the teaching team.</p> <p>After evaluation, the next steps to support our students will be: To prioritise executive release so that teaching exchanges, observations, mentoring and support continue to be aligned with staff professional development and learning goals.</p>
<p>COVID ILSP</p> <p>\$47,986.00</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"> • development of resources and planning of small group tuition utilising Macqlit and Word Attack Extension. • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: Many students were supported through small group tuition in reading Small group learning support was provided across the whole year.</p> <p>After evaluation, the next steps to support our students will be: To provide ongoing small group tuition to identified students to assist them to continue making improvement in reading.</p>
<p>AP Curriculum & Instruction</p> <p>\$60,228.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Initiative 3 - Effective Classroom Practice • Initiative 1 - Reading Improvement <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • High Impact Professional Learning • Coaching and mentoring of teachers K-6 <p>The allocation of this funding has resulted in the following impact: The development of the role of the APCI as a mentor for teachers. Consistent opportunities for teachers to work with a mentor to strengthen teaching and learning programs and delivery.</p> <p>After evaluation, the next steps to support our students will be: To identify further opportunities for professional learning, mentoring and collegial support, particularly in the area on numeracy in 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	50	55	47	54
Girls	73	67	61	56

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.6	96.2	93.6	87.8
1	92.5	93.7	92.7	92.9
2	95.0	95.4	90.3	88.6
3	94.2	95.4	94.4	89.0
4	92.1	94.1	94.3	85.4
5	91.7	95.4	93.7	87.7
6	93.6	94.4	87.8	90.6
All Years	93.0	95.0	92.4	88.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.4
Classroom Teacher(s)	3.59
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*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	73,078
Revenue	1,474,699
Appropriation	1,416,461
Sale of Goods and Services	1,353
Grants and contributions	55,866
Investment income	1,019
Expenses	-1,450,227
Employee related	-1,331,521
Operating expenses	-118,706
Surplus / deficit for the year	24,472
Closing Balance	97,550

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	50,190
Equity Total	62,054
Equity - Aboriginal	7,737
Equity - Socio-economic	17,647
Equity - Language	3,434
Equity - Disability	33,236
Base Total	1,029,766
Base - Per Capita	27,289
Base - Location	3,278
Base - Other	999,199
Other Total	116,261
Grand Total	1,258,271

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

Parents and community were excited to be reconnected with Tregeagle Public School to a higher degree in 2022. Following the previous COVID interruptions the school witnessed a return of parents to school assemblies and events, particularly in the later stages of 2022. In the 2022 TTFM parent survey, positively **9.6 out of 10** parents indicated that they **'feel welcome when I visit the school'**.

Parents continue to support the school as active members of the **P&C Association**. The school principal and executive staff have a positive relationship and welcome feedback from the community.

Parent and community feedback was positive with regard to school communication to our parents/carers. In the TTFM parent survey, 2022 data indicated that Tregeagle PS scored **7.5 out of 10** in positive **'two way communication'** with parents. This was well above the NSW Govt Norm. The school engages a range of communication strategies to keep our community well informed of events happening within our school and across the wider community of schools.

Furthermore, in the 2022 Tell Them From Me Parent Survey, results positively indicated:

- School supports learning - 8.1 (State average 7.3) - Above - Strategic Direction 1 - Student Growth and Attainment
- School supports positive behaviour - 8.7 (State average - 7.7) - Above - Strategic Direction 3 - Wellbeing
- Parents support learning at home - 7.7 (State average - 6.3) - Above- Strategic Direction 3 -Engagement
- 100% of parents surveyed strongly agree or agree that they would recommend our school to other parents.

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.