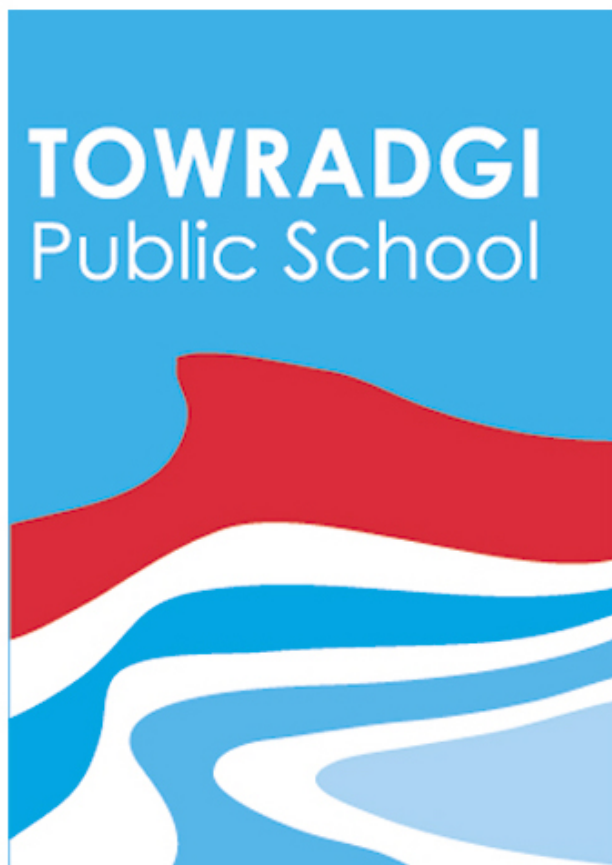


2022 Annual Report

Towradgi Public School



3866

Introduction

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

Towradgi Public School
Carters Lane
Fairy Meadow, 2519
<https://towradgi-p.schools.nsw.gov.au>
towradgi-p.school@det.nsw.edu.au
4284 4527

School vision

Our vision is to learn together and nurture an inclusive environment, focused on maximising each child's capacity to connect, succeed and thrive, whilst developing essential life skills. At Towradgi Public School, we stand together, we stand strong.

School context

Towradgi Public School consists of seven mainstream classes and four support classes, including an Early Intervention Unit. School enrolment numbers consistently fluctuate and the school utilises funding to minimise disruption of these fluctuations by establishing an additional class. This additional class also supports our school strategic directions focussed on collaboration, inclusivity and whole school wellbeing.

The school is renowned for its inclusivity, acceptance of diversity and excellence in meeting individual learning needs from Preschool through to Year 6. Our school has an Aboriginal and Torres Strait Islander population of 11% and an EAL/D population of 30%.

Our school FOEI is 76. The FOEI is a school-level index of educational disadvantage related to socio-economic background. FOEI values range from 0 to approximately 300, with higher FOEI scores indicating higher levels of need.

Our high-level areas for improvement and further development are student performance, teacher quality and whole school wellbeing.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies.

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.

- Personalised Learning - High Expectations
- Know the content and how to teach it

Resources allocated to this strategic direction

Professional learning: \$1,200.00

Socio-economic background: \$7,200.00

QTSS release: \$4,500.00

Literacy and numeracy: \$21,099.00

Summary of progress

Personalised Learning - High Expectations

Formative Assessment

Teacher professional learning (TPL) delivered throughout the year (on average two sessions per term). All teaching staff participated in the professional learning to build their knowledge of, and confidence using formative assessment techniques within their classroom. Teachers identified areas for development and were paired with another teacher with a similar developmental goal and coaching pods were conducted. Teachers were released to observe each other's practice and then meet to provide feedback and suggest strategies through coaching pods. Whole staff visits to classrooms were conducted to observe the implementation of formative assessment practices.

What will be continued

- Professional learning will continue across the year, with a focus on conducting multiple sessions in succession (3 - 4 weeks).
- Coaching pods will continue through the Curriculum Reform Release model to enable teaching staff to continue to refine their practice with collegial input.

What will be changed

- TPL will be responsive to identified teacher needs and have a focus on Feedback.

What will be discontinued

- Nothing

Know the content and how to teach it

The Curriculum Team have delivered professional learning on the curriculum documents and evidence based practices in literacy and numeracy. All teaching staff have participated in professional learning, regardless of current stage. This is viewed as a whole school focus and improvement journey. Resourcing was updated across the school to reflect current research. A school based scope and sequence for English has been developed K - 2, with 3 - 6 documents in production. Reading materials, lesson materials and consolidation resources have been developed for supportive implementation.

What will be continued

- Implementation of evidence based (i.e. Big idea of Mathematics, Science of Reading) teaching practices
- Implementation of the Towradgi PS K - 2 English Scope
- Implementation of the Towradgi PS Assessment Schedule
- 2023 completion of the 'Big Ideas of Mathematics' professional learning

What will be changed

- Use of the DoE K - 2 English and mathematics units of work

- School bank of phonics consolidation resources

What will be discontinued

- L3 aligned practices
- Removal of outdated teaching resources from the reading resource library

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>Internal data indicates the element of Assessment in the School Excellence Framework is self-assessed at Delivering with some practices as described in the themes evident at Sustaining and Growing.</p> <p>Internal data indicates the element of Student Performance Measures in the School Excellence Framework is self-assessed at Delivering with some practices described in the themes evident at Sustaining and Growing.</p> <p>All K - 2 staff are prepared to implement the updated K - 2 syllabus documentation.</p> <p>Teachers have developed an evidence based understanding of reading instruction and teaching of phonic knowledge consistent with the Science of Reading.</p> <p>All K - 2 staff engage with and are familiar with the updated K - 2 mathematics syllabus document.</p>	<ul style="list-style-type: none"> • The 2022 School Self Assessment indicates that we are operating at Sustaining and Growing for Assessment, an increase from Delivering in 2021. • The 2022 School Self Assessment indicates that we are operating at Delivering for Student Performance Measures, maintained at Delivering from 2021. • All staff P - 6 have engaged with professional learning around the curriculum reform, updated syllabus documentation and DoE implementation resources. • All staff P - 6 have developed greater knowledge of evidence based reading instruction, with evidence of practices in teaching and learning programs. • All staff have engaged with the mathematics syllabus and are ready for 2023 implementation.
<p>Increase in the percentage of students achieving in the top 2 bands of NAPLAN Reading to be above the system negotiated lower bound target, trending towards the upper bound target.</p>	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 59% of students in the top two skill bands for Reading, indicating the school exceeded the system negotiated target.
<p>Expected growth in NAPLAN Reading is above the system identified baseline.</p>	<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.
<ul style="list-style-type: none"> • PAT Norm Reference Data shows 47%+ students are above average in reading • PAT Norm Reference Data shows 47%+ students at or above average in spelling • PAT Norm Reference Data shows 42%+ students at or above average in numeracy <p>• 100% of teachers are trialling a range of formative assessments strategies as part of their everyday practice and are</p>	<ul style="list-style-type: none"> • The school has transitioned to utilising DoE Diagnostic Assessments and Check In Assessments for Reading, Phonics, Spelling and Numeracy. Comparative PAT data will not be collected. • Coaching pods and program sharing routines indicate that 100% of teachers are implementing formative assessment practices in teaching and learning experiences. Feedback practices will be strengthened in 2023 to ensure optimal student learning outcomes.

using feedback gained to confirm if intended learning is taking place	
6.72% uplift in the percentage of students achieving in the top 2 bands of NAPLAN Numeracy	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 48.7% of students in the top two skill bands for Numeracy, indicating the school exceeded the system negotiated target.
Expected growth in NAPLAN Numeracy is above the system identified baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Evaluative Practice

Purpose

To ensure all staff are making informed decisions, focused on collection, analysis, reflection and evaluation of evidence, a focus on evaluative practice is required. A combination of professional learning and allocated time for analysis will be designed and implemented.

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.

- Data Literacy
- Collaborative Practice

Resources allocated to this strategic direction

Professional learning: \$15,800.00

Socio-economic background: \$4,600.00

Summary of progress

Data Literacy:

Staff have continued to build their knowledge and understanding of data informed decision making. All staff have received support to build their capacity to collect, analyse, reflect upon and evaluate available evidence sources. Professional learning, guided inquiry protocols and collaborative analysis practices have supported growth in this initiative.

What will be continued

- Guided Inquiry protocols to support student growth
- Spirals of inquiry / teaching sprints supported by the Assistant Principal Curriculum and Instruction
- Data guided intervention groups utilising COVID Intensive Learning Support Program (ILSP) funding in the areas of phonics and mathematics.

What will be changed

- Spirals of Inquiry will be shifted to stage based focus in 2023. Analyse mathematics (measurement and geometry), Spelling and Vocabulary (comprehension and writing).
- APCI to develop Towradgi Public School (TOPS) inquiry protocols to upskill stage leaders to support ongoing stage level inquiry protocols

What will be discontinued

- Individual student learning support sessions through COVID ILSP funds

Collaborative Practice:

Staff have engaged in collaborative release from face to face (RFF) throughout the year. School structures were updated at the beginning of Term 1, and again in Term 3 to ensure ongoing ability for stage teams to be released together, and work collaboratively. Staff feedback in Term 2 indicated that consistent teacher judgement was an area of need to build consistency in report writing. Consistent teacher judgement sessions were implemented in Term 4 to build teacher analysis capacity, and commence introduction to the Interview for Student Reasoning (IfSR) Numeracy assessments and Literacy Learning Progressions.

What will be continued

- IfSR Numeracy will be implemented K - 6 to inform teacher judgement
- Collaborative RFF structures will continue in 2023

What will be changed

- Introduction of whole school writing assessment tasks at defined points to support consistent teacher judgement
- QTSS will happen in a sequential structure due to school staffing structures
- Greater engagement with Literacy and Numeracy Learning Progressions
- Consistent Teacher Judgement (CTJ) sessions will be supported in 2023 through the QTSS model

What will be discontinued

- Whole executive team released for QTSS on the same day

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
<ul style="list-style-type: none"> • All staff engage in stage driven spirals of inquiry approaches utilising their knowledge of inquiry based teaching analysis 	<ul style="list-style-type: none"> • All staff have engaged in inquiry focus professional learning and have commenced a spiral on spelling in a whole school guided format
<ul style="list-style-type: none"> • Teachers engage in co-planning and co-reflecting strategies supported by executive. Student data drives decision making. • Coaching pods are established and embedded in school structures. Teachers engage in observation and feedback discussions utilising established observation tools. 	<ul style="list-style-type: none"> • All staff have opportunities to co-plan through the collaborative RFF model • APCI provides support for staff to plan meaningful literacy and numeracy experiences utilising NAPLAN, Check In, PAT and DoE Diagnostic assessments • Coaching pods implemented and teacher feedback data indicates improvement in formative assessment practices as a result on engagement in the process.

Strategic Direction 3: We Stand Together, We Stand Strong

Purpose

To support all students in becoming confident and creative individuals, successful lifelong learners, and active and informed members of the community, we will implement wellbeing approaches that ensure all students are known, valued and cared for.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole School Wellbeing
- Inclusive Classrooms

Resources allocated to this strategic direction

Professional learning: \$1,800.00

Socio-economic background: \$7,910.00

Low level adjustment for disability: \$13,940.00

Summary of progress

Whole School Wellbeing:

In Term 2 the wellbeing team analysed TTFM data and identified a downward trend around student sense of belonging. The team undertook a 3 - 6 survey to provide more information and identified stratified focus groups to obtain a greater sense of understanding. A wellbeing SLSO was identified and employed to work with the identified students multiple times per week. Additional sessions were implemented in Term 4, in response to ongoing observation and analysis of student need. All staff engaged in TPL throughout Term 2 and 3 to build collective understanding of the project. TTFM data for Term 4 indicates a positive trend in student sense of belonging. All staff continued to deliver weekly wellbeing lessons, aligned to the school scope.

What will be continued

- Student sense of belonging will be monitored using TTFM twice yearly
- All students will access wellbeing lessons weekly

What will be changed

- Living Ripples tracking system will be utilised to collect weekly data on student sense of wellbeing
- Wellbeing lessons will continue to be updated and refined throughout the year
- Belonging project will be paused, pending further data analysis

What will be discontinued

- Fortnightly tracking on the Social & Emotional Capabilities Continuum

Inclusive Classrooms:

Our Autism class and a 3/4 mainstream class share a double classroom in a co-teaching model, identifying as one class. There are 23 students with 1 mainstream teacher, 1 special education teacher and an SLSO. The aim is to build students sense of belonging, to maximise the potential of all students and to build collective efficacy and impact. The capacity of teachers and support staff across the school to teach in this inclusive model will be supported and enhanced. Throughout 2022, 2 members of the executive team undertook the 3Rivers4Learning Program to consider current educational research as it relates to inclusive education. In term 3 we delivered at the Australian Association of Special Education Conference in Sydney, outlining the process and successes of the initiative.

What will be continued

- The inclusive classrooms model will continue in the same space. The Special education teacher and SLSO will remain the same.
- Ongoing professional learning for staff. - 4 teachers will attend the Illume Conference in 2023.

What will be changed

- The mainstream students and mainstream teacher will change, to offer this opportunity to a greater variety of staff and students.

What will be discontinued

- The success of the inclusive classroom model has not indicated the need to discontinue any practices at this time.

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
<ul style="list-style-type: none">• Sense of belonging data is above the 2021 outcome as identified in Tell Them From Me• 80% or more of students are mapped within their age-appropriate social and emotional capabilities• Suspension remains low• 85% of Aboriginal and Torres Strait Islander students have achieved all PLP goals	<ul style="list-style-type: none">• TTFM data indicates Sense of Belonging for all students is 85% in October 2022, an increase from 81% in November 2021.• S&E Capability Continuum Data is not current for all students• Suspension rates have remained low• Observational data from Stage supervisors indicates Aboriginal and Torres Strait Islander students are meeting their PLP goals.
Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift of 2.7%	<ul style="list-style-type: none">• Tell Them From Me data indicates 90.67% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This demonstrates an uplift of 0.67%.
<ul style="list-style-type: none">• Inclusive classrooms training for staff involved in pilot.• Stage based teacher planning between mainstream and support class teachers.• A timetabled session of integration for all support class students.• Provide opportunities for reverse integration as required.• Evaluate the effectiveness of the pilot analysing internal and external data sources (NAPLAN, TTFM, Friendship Survey).• Share processes and procedures for inclusion class model within wider school network.	<ul style="list-style-type: none">• 4 teachers attended the Illume conference.• RFF is organised to allow inclusion class staff off class together for planning and CTJ conversations.• Support class teachers meet with mainstream teachers to plan for integration opportunities as appropriate.• Mainstream students access the sensory supports and special education classrooms as required.• NAPLAN data shows our highest ever number of support class students participating in NAPLAN with students achieving bands 5 & 6 in Numeracy, Reading, Spelling and Grammar and Punctuation.• Integration for all other support class students is timetabled in consultation with mainstream teachers.• Our inclusion class model was shared at the AASE Conference in 2022, and at the 3Rivers4Learning final presentation to schools across our network.
5.3% uplift in the percentage of students attending school greater than 90% of the time.	<ul style="list-style-type: none">• 50.09% of students attended school greater than 90% of the time. This was a reduction and was significantly impacted by the Public Health Orders in place at the time.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$688.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • additional staffing for targeted interventions to support student learning • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact: Intensive English language support for refugee students. The use of a translatable newsletter template using Google translate. Targeted support for students and families, including mentoring and encouraging participation in school events.</p> <p>After evaluation, the next steps to support our students will be: Further enhance and build a stronger connection to the Wollongong network EAL/D improvement plan. To strengthen relationships with parents by acknowledging culturally significant events and celebrating our cultural diversity.</p>
<p>New Arrivals Program</p> <p>\$21,622.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Towradgi Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling • EAL/D support in class to enhance classroom teacher knowledge and understanding <p>The allocation of this funding has resulted in the following impact: Collective responsibility for embracing and supporting students who are new arrivals to create a sense of belonging Classroom adjustments to support language acquisition of new arrival students e.g. use of visuals</p> <p>After evaluation, the next steps to support our students will be: A more consistent and organised approach towards the use of visuals across the school that supports all students Professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$45,791.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Towradgi 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"> • Other funded activities

<p>Integration funding support</p> <p>\$45,791.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Increased participation and inclusion of students with additional needs in school-wide events Stronger partnerships between school and home to support students with high needs All students receiving Integration Funding Support (IFS) demonstrated progress towards their personal learning goals Greater understanding and acceptance of high needs students across the school community</p> <p>After evaluation, the next steps to support our students will be: Continue to develop school-wide understanding of the SLSO role and responsibilities Regularly review and adjust support measures to suit the individual students needs as they grow and change throughout the year Support SLSOs maintain a positive sense of wellbeing by rotating positions every two years or earlier if needed</p>
<p>English language proficiency</p> <p>\$43,244.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Towradgi Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: An EAL/D teacher on staff to support EAL/D students and their families and to mentor classroom teachers in program differentiation Student progress showing high growth on the EAL/D learning progressions EAL/D students are more confident and prepared to take risks with their language use and feel more connected to Towradgi Public School</p> <p>After evaluation, the next steps to support our students will be: Continue to increase teacher confidence and capacity to plan effective teaching and learning programs that support the needs of EAL/D students Provide personalised and targeted professional learning for teachers through collaborative planning and co-teaching</p>
<p>Low level adjustment for disability</p> <p>\$60,537.06</p>	<p>Low level adjustment for disability equity loading provides support for students at Towradgi 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"> • Inclusive Classrooms • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$60,537.06</p>	<ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • school-wide processes to support integration of support students with their mainstream peers • employment of additional staff to support the inclusive classroom model <p>The allocation of this funding has resulted in the following impact: Ongoing development and effective implementation of integration management procedures. Clearly articulated expectations and responsibilities of staff supporting integration and inclusion Greater participation of support students in academic tasks and assessments, including NAPLAN and Check-in assessments</p> <p>After evaluation, the next steps to support our students will be: Continued review and refinement of school policy and procedures supporting integration, inclusion and learning support Consistency from class using universal design for learning (UDL) when planning lessons, particularly in literacy and numeracy</p>
<p>Professional learning</p> <p>\$18,800.00</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 Towradgi 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"> • Personalised Learning - High Expectations • Data Literacy • Collaborative Practice • Whole School Wellbeing <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 with a particular focus on phonological awareness to support the implementation of decodable readers • differentiated coaching support to teachers in implementing formative assessment strategies for improved student outcomes <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results Development of coaching pods as a model to provide distributed PL and support collaborative learning for staff, resulting in consistent use of formative assessment strategies in every classroom School self-assessment using the High Impact Professional Learning to reflect on current professional learning practices against the elements of HIPL and determine next steps</p> <p>After evaluation, the next steps to support our students will be: Enhanced personalised and targeted professional learning in the form of mentoring and co-teaching Continue to explore and develop a strengthened delivery of professional learning for teachers</p>
<p>Beginning teacher support</p> <p>\$4,700.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Towradgi Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Beginning teacher support</p> <p>\$4,700.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Coaching and mentoring sessions for co-planning, data analysis, observation and feedback. • Supported sessions to develop and submit accreditation submission. • Additional CTJ sessions to model, support and develop data driven practices. • Accessing professional learning in the areas of literacy, numeracy and inclusive practices to build teaching and pedagogical knowledge. <p>The allocation of this funding has resulted in the following impact: Significant improvement in teacher confidence to prepare and deliver meaningful teaching and learning experiences. Pre and post test data demonstrates impact on student learning outcomes. Inclusive practices enhanced to support student engagement and academic achievement Achievement of proficient accreditation</p> <p>After evaluation, the next steps to support our students will be: 2023 areas of focus - Vocabulary, Differentiation, Differentiated Learning Intentions/Success Criteria</p>
<p>Literacy and numeracy</p> <p>\$21,099.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Towradgi Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning - High Expectations • Know the content and how to teach it <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy, including staff access of DoE Diagnostic Tools. • teacher release to engage staff in coaching pods and CTJ discussions • purchasing of literacy resources such as quality picture books and decodable readers for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: An increase in the average achievement level of students in the Year 1 Phonics Diagnostic. The development of a consistent school wide assessment schedule ensures all staff are consistent in their approaches. All staff are accessing and utilising the DoE phonics, phonological awareness and IfSR diagnostic assessment tools.</p> <p>After evaluation, the next steps to support our students will be: Teacher release to present home reading workshops for Early Stage 1/ Stage 1 parents to increase participation in the home reading program. The curriculum team will identify ways to enhance the home reading approach school wide an analysis of 2022 data indicated that an online home reading system was not accessed or utilised by families.</p> <p>A 2023 focus will be to utilise the Literacy and Numeracy Learning Progressions to monitor, track and analyse student growth in specified areas.</p>
<p>QTSS release</p> <p>\$46,657.08</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Towradgi Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>QTSS release</p> <p>\$46,657.08</p>	<p>including:</p> <ul style="list-style-type: none"> • Personalised Learning - High Expectations • Other funded activities <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. Collaborative planning practices are embedded school wide, including peer-peer observations More consistent programming and assessment practices school-wide</p> <p>After evaluation, the next steps to support our students will be: Develop school-based scope and sequences for all KLAs aligned to new syllabus documents Implementation of a school-wide assessment schedule for both mainstream and support class settings</p>
<p>Literacy and numeracy intervention</p> <p>\$24,133.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Towradgi Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised support for staff <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation, NAPLAN and Check In data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle and top 2 bands significantly increased from 2021 to 2022.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring and co-teaching. The ongoing engagement of teaching staff using other flexible funding to continue intensive small group intervention programs in reading, phonics and numeracy. In 2023 the APCI will lead analysis of data at defined time frames and deliver professional learning, including learning around instructional rounds and the use of learning sprints to enhance literacy and numeracy intervention structures.</p>

<p>COVID ILSP</p> <p>\$85,904.00</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 • employment of teachers/educators to deliver small group tuition • employment of additional staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups <p>The allocation of this funding has resulted in the following impact: The revised school learning and support processes have now been embedded and involve regular monitoring of individual students progressions in literacy and numeracy More consistent approaches to identifying students needing support and or further investigation (LST referral) have been developed</p> <p>After evaluation, the next steps to support our students will be: Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need Providing additional in-class support for some students to continue to meet their personal learning goals</p>
<p>Aboriginal background</p> <p>\$31,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Towradgi 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students (Black on Ya Feet), including mentoring, artistic guidance, cultural knowledge and dance • community consultation and engagement to support the development of cultural competency • Connect to Country professional learning opportunities offered to all staff, teaching and non-teaching <p>The allocation of this funding has resulted in the following impact: Enhanced staff understanding and confidence to sustain cultural safety and embed Aboriginal perspectives across KLAs Student confidence in cultural understanding and ownership, more families feel comfortable to identify their Aboriginal heritage and participate in cultural experiences Improved attendance and school engagement for students mentored by Uncle Daren Dunn School showcased as an exemplary model of Aboriginal Education and called on by other schools to provide guidance Development of a specific dance group to connect with other schools and perform at a range of events, including NSWRL Student produced Aboriginal artworks displayed across the school depicting Dreaming stories that support our values of connect succeed and thrive Increased number of staff and parents confident to deliver a personal</p>

<p>Aboriginal background</p> <p>\$31,500.00</p>	<p>Acknowledgement of Country at meetings More authentic conversations between parents and staff regarding student PLPs</p> <p>After evaluation, the next steps to support our students will be: Continued mentoring from Uncle Daren Dunn for identified students Development of a more detailed and select dance group based on ability/performance Continued monitoring of Aboriginal perspectives being implemented across all areas of the school More professional learning for staff to continue to enhance Aboriginal perspectives across all KLAs Develop a school-wide system to monitor student progress towards learning goals identified in their PLP, regular review and updates to PLPs throughout the year</p>
<p>Socio-economic background</p> <p>\$33,037.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Towradgi 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"> • Personalised Learning - High Expectations • Data Literacy • Whole School Wellbeing • Inclusive Classrooms • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support Belonging Project and Wellbeing interventions (Rebound Nutrition and Flo Girls). <p>The allocation of this funding has resulted in the following impact: Increased whole school focus on student wellbeing through the provision of financial supports. Enhanced student sense of belonging through engagement in school funded wellbeing projects.</p> <p>After evaluation, the next steps to support our students will be: Ongoing monitoring of student data to determine if there is a need for the Belonging Project to continue in 2023. Student feedback indicates a strong positive impact on goal setting and physical and mental wellbeing approaches in Stage 2 and 3 students after engagement in Rebound Nutrition and Flo Girls. This will be extended to provide all students K - 6 the opportunity to engage in this program, funded by the school in 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	86	94	101	84
Girls	73	80	83	80

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.3	93.7	93.5	85.2
1	94.5	96.7	94.4	85.7
2	93.4	94.1	95.8	87.4
3	92.6	93.7	93.1	88.3
4	93.9	92.2	91.3	86.1
5	92.9	94.0	91.2	83.9
6	93.9	95.5	92.9	83.8
All Years	93.6	94.1	93.1	85.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.25
Literacy and Numeracy Intervent	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	5.42

*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	132,421
Revenue	2,907,823
Appropriation	2,848,227
Sale of Goods and Services	8,995
Grants and contributions	48,995
Investment income	1,105
Other revenue	500
Expenses	-2,851,508
Employee related	-2,586,309
Operating expenses	-265,199
Surplus / deficit for the year	56,316
Closing Balance	188,737

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	688
Equity Total	164,805
Equity - Aboriginal	27,985
Equity - Socio-economic	33,038
Equity - Language	43,244
Equity - Disability	60,537
Base Total	2,148,469
Base - Per Capita	51,056
Base - Location	0
Base - Other	2,097,413
Other Total	151,310
Grand Total	2,465,272

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

Students

71 students from Years 4-6 participated in the survey.

Social-Emotional Outcomes

85% of students had a positive sense of belonging. The NSW Govt norm was 81%

92% of students considered that they display positive behaviour at school. The NSW Govt norm was 83%

60% of students are interested and motivated in their learning. The NSW Govt norm was 78%

Drivers of Student Outcomes

7.7 out of 10 students felt that learning time was used effectively. The NSW Govt norm was 8.2

Advocacy for students was rated 7.4 out of 10. The NSW Govt norm was 7.7

8.3 out of 10 students believe that staff held high expectations for their success. The NSW Govt norm was 8.7.

15% of students stated that have been victims of bullying. The NSW Govt norm was 36%

Perseverance Levels

92% of students considered that they have a medium or high chance of pursuing their goals to completion even when faced with obstacles.

Parents

40 parents from Years 4-6 participated in the survey.

Two-way Communication with Parents

7.4 out of 10 parents feel welcome at school. NSW Govt. Norm was 7.4

6.1 out of 10 parents feel informed. NSW Govt. Norm was 6.6

6.9 of 10 parents support their child's learning at home. NSW Govt. Norm was 6.3

School Supports Learning

6.5 out of 10 parents believe that the school supports learning. NSW Govt. Norm was 7.3

7.6 out of 10 parents believe that the school supports positive behaviour. NSW Govt. Norm was 7.7

School Supports Child's Behaviour

7.1 out of 10 parents believe that the school supports safety at school. NSW Govt. Norm was 7.4

7.0 out of 10 parents believe that the school is inclusive. NSW Govt. Norm was 6.7

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.