2022 Annual Report

Tuggerawong Public School

4097

Introduction

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

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

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School vision

Tuggerawong Public School is deeply committed to achieving educational excellence in a respectful, inclusive, high expectation environment where every student feels empowered to connect, succeed and thrive.

School context

Tuggerawong Public School is a small primary school of 9 classes located in Tuggerawong, a lakeside suburb of Wyong. Currently, the school has an enrolment of 214 of students with 12% identifying as Aboriginal.

Tuggerawong Public School has a Family Occupation and Education Index (FOEI) of 124 which ensures it receives significant funding to overcome any socio-economic disadvantage students may experience. The community expresses high expectations for their children with the majority of parents indicating a desire for them to complete Year 12 and seek tertiary education. The two main consultative bodies the school connects with are the highly active and supportive Parents and Citizen Association (P&C) and the local Aboriginal Education Consultative Group *Ngara AECG.* The school is deeply committed to working with the community through authentic consultative processes.

The school has a proud culture of excellence in a variety of extra-curricular activities, consistently having both a strong representation in PSSA teams, Debating, Public Speaking, the Central Coast Dance Festival and the Ngara Choir.

Through strong learning alliances within the Central Coast Principal Network and Wadalba Schools Learning Community, students are offered a variety of extracurricular and transition activities. These alliances not only provide our students with the opportunity to participate in accelerated learning activities and build connections with students from outside the school, but also encourages a community of educators who are able to share, and subsequently build, their knowledge and expertise.

In 2020, we undertook a deep situational analysis which has led to the three strategic directions of Student Growth and Attainment, Explicit Systems and Continuous Improvement Culture and Collaborative Practices and Shared Expectations.

Strategic Direction One focusses on engaging in and implementing evidence based teaching practices, and further developing data driven practices to drive differentiated quality instruction to students, particularly in the areas of Reading and Numeracy. Strategic Direction Two concentrates on building a high expectation school and positive school community, by developing explicit systems and opportunities for teachers to collaborate effectively. In Strategic Direction Three, the focus will be on the provision of personalised support for student learning and wellbeing and building strong partnerships between families, students and teachers, to create a shared vision of academic success for every student.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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 maximise student learning outcomes in reading and numeracy and to build strong foundations for success, school leaders and teachers will further develop and refine teaching practices that are responsive to the learning needs of all students.

Initiatives

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

- Data Informed Teaching
- Evidence Based Teaching Practices
- High Potential and Gifted Education (HPaGE)

Resources allocated to this strategic direction

Socio-economic background: $120,840.00
QTSS release: $42,635.00
Professional learning: $8,000.00

Summary of progress

Throughout 2022, our school has been committed to aligning information gathered from our situational analysis with system-negotiated and school-developed improvement measures and targets, with a focus on achieving high expectations for student achievement and growth in the areas of reading and numeracy. Our teaching and learning practices have consistently emphasized evidence-based teaching practices, particularly those outlined in the What Works Best document, SEF, and the Quality Teaching Framework. To support this, a range of targeted professional learning opportunities have been developed and delivered to our teachers, designed to enhance their understanding of evidence-based teaching practices and effective use of student data to inform teaching decisions.

Data Informed Teaching

In 2022, our school placed a strong emphasis on utilizing data to inform teaching practices, which further enhanced our evidence-based teaching strategies. We provided whole-school professional development on the What Works Best Document - Explicit Teaching to equip teachers with the necessary skills and knowledge to explicitly teach all subject matter. In addition, we facilitated numerous team-teaching opportunities where expert teachers collaborated with their colleagues to review, modify and expand their repertoire of explicit teaching strategies. We also developed evidence-based professional learning sessions to support teachers in gaining a deep understanding of the research underpinning the new English and Mathematics syllabus, with a consistent focus on explicit teaching and striving to achieve measurable gains for all students.

Unfortunately, due to the pandemic, we experienced some disruptions to our planned individual data talks and collaborative data talk sessions, which hindered our ability to lead continuous teaching sprint cycles. Additionally, teacher illness and a shortage of casual teachers disrupted intervention groups, specialised learning programs, and APCI mentoring.

Despite these challenges, our efforts have demonstrated that all teachers are now implementing a whole-school approach to literacy and numeracy, and we have established a robust system for analyzing student progress and achievement at the individual, group, and whole-school levels.

2023 areas of focus:

- Continue to refine and utilise of school-wide assessment schedule (and therefore electronic databases / data wall) to reflect changes to reading instruction and data captured in this area.
- Refinement of IfSR assessment in replacement of SENA
- Continuation of collaborative data talk sessions to lead continuous teaching sprint cycles.

Evidence Based Teaching Practices

The use of learning intentions and success criteria in the area of writing and mathematics was revised and became embedded into writing and mathematics lessons.

All staff were upskilled in effective reading instruction, with particular focus initially on the early years, learning to read, key components. A focused approach towards effective reading instruction whereby explicit instruction of oral language, phonological awareness and phonics was embedded into all K - 2 classrooms. The mathematics scope and sequence was redefined to ensure whole school consistency and allow for improved planning to occur for cross-stage classes. Teachers moved to an online shared platform for collaborative planning in Mathematics where resources and pre and post assessments could be accessed. Visits to schools where explicit learning occurred to view Maths warmups, including an ambassador school, were provided for all teachers. After this, research-based PL and collaborative opportunities to observe and develop the maths warmups took place, with the intention to be fully implemented in 2023. The APCI led this program and the "I do, we do, you do" approach. APCIs and executive trained in the implementation of the new syllabus, in readiness for the implementation of English and Maths in 2023.

2023 areas of focus:

- Implementation of decodable readers and phonics-based approach to K - 2 reading to continue,
- Implementation of the English and Mathematics Syllabus K-2 and familiarisation of both syllabus 3-6.
- Continuation of formative assessment practices such as co-constructed learning intentions and success criteria, with the revisiting and further embedding of feedback and effective questioning techniques into regular classroom practice in English and Mathematics
- Implementation of maths warm-ups with the view of moving into various areas of literacy also. Continue to investigate the implementation of warm-ups at other school settings through school visits.
- Refinement in reading for years 3 -6, aligning more directly with targeted student areas of need and incorporating explicit teaching practices.
- Years 3-6 continue to develop the use of fluency and comprehension screeners. Investigate and implement partner reads.
- Develop whole school understanding of how lessons are structured, in order to follow the gradual release of responsibility (I do, we do, you do).

High Potential and Gifted Education
Enrichment and extracurricular opportunities continued to be provided for students to maximise talent development, despite the continuing challenges of the pandemic. Students were either nominated based on data, or in some cases able to self-nominate, to participate in debating, public speaking, drama groups, visual art groups, STEM groups, writing workshops, dance groups, Stage 2 Math Games and Stage 3 Math Olympiad.

2023 areas of focus:

- Investigate the use of the High Potential and Gifted EDUCATION Policy Evaluation and Planning Tool to ensure clear objectives and purpose for implemented programs.
- Continue to build both teacher and leadership capacity through engagement in quality research and ongoing PL
- Improve teacher practice within classrooms to ensure provisions are being made and differentiation adjustment strategies are being put in place to support the specific needs of high potential and gifted students. Including the use of the DoE Differentiation adjustment tool, the Digital Learning Selector (DLS) and the HPGE Professional Learning and Resource Hub.

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
Numeracy: A minimum of 31.1% of students in Year 3 and 5 achieve in the top 2 bands in NAPLAN in Numeracy (from a baseline of 22.4%).	• Data indicates 21.57% of students achieved in the top two skill bands for numeracy which indicates a decrease against baseline data. 33% of Aboriginal and Torres Strait Islander students achieved in the top two skill bands for numeracy which indicates an increase from 2021 and exceeds achievement of students not of Aboriginal or Torres Strait Islander heritage.
Reading: A minimum of 38.7% of students in Year 3 and 5 achieve in the top 2 bands in NAPLAN in Reading (from a baseline of 32.9%). Lower bound system negotiated targets. *Aboriginal and Torres Straight Islander students are expected to meet or	• Data indicates 31.48% of students achieved in the top two skill bands for numeracy which indicates a decrease against baseline data. 33% of Aboriginal and Torres Strait Islander students achieved in the top two skill bands for numeracy which indicates an increase from 2021 and exceeds achievement of students not of Aboriginal or Torres Strait Islander heritage.

exceed these targets.	
Expected growth data not available due to COVID-19. School-determined growth targets used to monitor progress. **Numeracy:** A minimum of 56.8% of students achieve growth in PAT Assessment stanine scores in Numeracy.	Expected growth data not available due to COVID-19. School-determined growth targets used to monitor progress.
Reading: A minimum of 61.3% of students achieve growth in PAT Assessment stanine scores in Reading. *Aboriginal and Torres Straight Islander students are expected to meet or exceed these targets	Expected growth data not available due to COVID-19. School-determined growth targets used to monitor progress.
SEF - External validation assessed as: **Learning:** Curriculum - Sustaining and Growing Assessment - Sustaining and Growing	Our collaborative self-assessment against the School Excellence Framework shows the targeted elements of curriculum and assessment to be Sustaining and Growing. In the Whole School Monitoring in the theme of Student Learning our collaborative self assessment against the SEF increased to Excelling - The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.
Progressive Achievement Test (PAT) Numeracy: • 85% of students will demonstrate a 0.4 growth when comparing end of year to beginning of year scale scores in PAT numeracy assessment. **Progressive Achievement Test (PAT) Reading:** • 85% of students will demonstrate a 0.4 growth when comparing end of year to beginning of year scale scores in PAT numeracy assessment. *Aboriginal and Torres Straight Islander students are expected to meet or exceed these targets.	School data shows that by the end of 2022 the following percentage of students in each grade were at or above the average score on the PAT Maths assessment: Year 1 - 68% (an increase of 13% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 0% (% remained the same when compared to the start of Term 1 results) Year 2 - 56% (an increase of 34% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 0% (% remained the same when compared to the start of Term 1 results) Year 3 - 48% (an increase of 31% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 75% (an increase of 50% when compared to the start of Term 1 results) Year 4 - 62% (an increase of 32% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 57% (an increase of 43% when compared to the start of Term 1 results) Year 5 - 68% (an increase of 44% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 66% (an increase of 33% when compared to the start of Term 1 results) Year 6 - 50% (an increase of 18% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 60% (an increase of 40% when compared to the start of Term 1 results) School data shows that by the end of 2022 the following percentage of students in each grade were at or above the average score on the PAT

Progressive Achievement Test (PAT) Numeracy: • 85% of students will demonstrate a 0.4 growth when comparing end of year to beginning of year scale scores in PAT numeracy assessment. **Progressive Achievement Test (PAT) Reading:** • 85% of students will demonstrate a 0.4 growth when comparing end of year to beginning of year scale scores in PAT numeracy assessment. *Aboriginal and Torres Straight Islander students are expected to meet or exceed these targets.	Reading assessment: Year 1 - 56% (an increase of 32% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 0% (% remained the same when compared to the start of Term 1 results) Year 2 - 66% (an increase of 33% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 66% (an increase of 66% when compared to the start of Term 1 results) Year 3 - 38% (an increase of 12% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 50% (an increase of 50% when compared to the start of Term 1 results) Year 4 - 68% (an increase of 25% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 57% (an increase of 29% when compared to the start of Term 1 results) Year 5 - 41% (an increase of 8% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 66% (an increase of 33% when compared to the start of Term 1 results) Year 6 - 53% (an increase of 12% when compared to the start of Term 1 results) - Aboriginal and Torres Strait Islander students: 40% (an increase of 20% when compared to the start of Term 1 results)

Purpose

To work as a collective to develop new, and strengthen existing, systems and procedures to assist in better understanding and evaluating the impact of teaching including reviewing factors that may be enabling or constraining student academic growth.

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.

• Collective Efficacy
• High Expectation Culture
• Attendance

Resources allocated to this strategic direction

Socio-economic background: $14,000.00
Professional learning: $1,800.00
Low level adjustment for disability: $11,000.00

Summary of progress

In 2022, significant emphasis was placed on fostering a school-wide culture characterised by a common vision and shared responsibility for promoting academic achievement among students. This concerted effort was aimed at integrating the components of the Collaborative Professional Learning model into a cohesive approach that aligns with teachers' learning needs. As a result, teachers can engage in more sustained and meaningful learning experiences that are connected rather than isolated occurrences.

Collective Efficacy

Teachers were provided with frequent opportunities to engage in collaborative planning at both the school-wide and stage levels. Strategies were put in place to encourage resource sharing and collaboration among teachers, both in-person and in virtual spaces. The establishment of Professional Learning Communities in key areas such as Mathematics, Aboriginal Education, and High Potential and Gifted Education enabled teachers to work together to develop deep understandings and take ownership of program and practice implementation.

To promote the adoption of effective teaching practices, models of exemplary practice were introduced and staff became comfortable with both giving and receiving observation feedback. Through the introduction of the APCI role and provision of in-classroom support, teachers were able to access demonstration lessons, resources and feedback on specified areas of focus.

2023 areas of focus:

• Continue to develop and refine systems for supporting staff to create and work towards their achievement of PDP goals
• Utilisation and refinement of APCIs to work with teachers and whole stage groups during planning and collaboration time. In addition to this, provision of in-classroom support facilitating demonstration lessons, resources and feedback to teachers on specified areas of focus.

Attendance

Awareness of student attendance grew schoolwide as a result of systems and structures such as executive weekly analysis, newsletter and Facebook articles, parent phone consultations and interviews for attendance concerns. Targeted support, student incentives and attendance draws were initiated. COVID lockdown and the learning from home period in 2020/21, as well as student illness, continue to have impact on attendance.

School-wide incentives and Facebook posts promoting attendance and its benefits, as well as the effects of poor attendance on learning, saw an uplift in attendance in Term 4.

2023 areas of focus:

• School-wide systems and practices reviewed and LAST teacher / LST processes in regard to attendance.
• Newsletter and community communication regarding the effect of attendance on student learning.
• Continuation of attendance analysis at both executive, stage and classroom levels

- Whole school draws and awards in place to promote % attendance rates.

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
Utilising the AITSL survey "How do I perceive performance and development at my school" 50% of teachers score 3.4 or above in each of the survey clusters. compared to baseline data of 33%.. 25 - 50% of staff have participated in at least one set of Quality Teaching Rounds.	86.4% self scored performance and development at TPS at 3.4 or above in each of the AITSL "How do I perceive performance and development at my school" survey clusters. An improvement of 5.9% from 2021. Quality Teaching Rounds did not occur. With the introduction of AP, C&I position all teachers participate in collaborative analysis and discussions to refine and improve practice.
SEF - Internal self-assessment validation assessed as: **Teaching:** Learning and Development - Sustaining and Growing **Leading:** Educational Leadership - Sustaining and Growing	Our collaborative self-assessment against the School Excellence Framework shows the targeted elements of Learning and Development and Educational Leadership to be Sustaining and Growing.
A minimum of 81.8% of students attending school >90% of the time (from a baseline of 78.6%). Lower bound system negotiated targets.	57.6% of students attended school greater than 90% of time. This target continues to require attention. This target was particularly affected through student illness and the effects of COVID 19. An area of focus for 2022..

Purpose

To build a more personalised approach to student learning, achievement, student engagement and wellbeing. All stakeholders will work together in partnership to set challenging but achievable goals, and thus create a shared expectation and commitment to student achievement.

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.

- Learning Partnerships
- Personalised Student Support

Resources allocated to this strategic direction

Socio-economic background: $53,000.00
Low level adjustment for disability: $125,541.00
Aboriginal background: $17,000.00
Integration funding support: $58,188.00
Professional learning: $7,400.00

Summary of progress

Learning Partnerships

During 2022, a significant emphasis was placed on reconnecting with families and enhancing the quality of communication between the school and families, while also striving to improve the level of genuine partnerships between the school, students, families, and the larger community. The school conducted two Parent/Teacher interviews throughout the year, offering both in-person and telephone interviews, which were received positively. To promote data talks and teaching sprints, teachers were guided in developing SMART goals for the entire class, small groups, and year groups. However, due to ongoing visitor restrictions and a shortage of casual teachers, parent workshops, volunteer programs, and tutoring initiatives could not be implemented. Yarn Ups were organised to invite families of Aboriginal students back into the school after COVID, to review PLP goals and link up with outside community members such as the AECG.

2023 areas for focus:

- Literacy and Numeracy workshops scheduled to engage parents in their children's learning and to provide parents with practical ideas to assist them in supporting their children's literacy and numeracy achievement at home (starting with K-2).
- Home Reading Tutor training and tutoring program set up in school.
- Continued investigation into best practice regarding the holding of regular goal-setting/ communication sessions with students and families.
- Yarn Up to occur termly to build and strengthen community links with Aboriginal families and community members. End-of-year celebration assembly where children perform Ngara choir songs, didge group, and dance and have lunch with their families to continue as it was a huge success.
- Development of timeline for 2023 literacy and numeracy workshops
- Inclusion of both literacy and numeracy-led sessions to Kindergarten 2023 transition.
- Development and distribution of pre-reading resources made available to kindergarten 2023 students prior to the start of school
- Development of Literacy and Numeracy newsletter with the use of QR code for families to request resources.

Personalised Student Support

Various systems and programs were implemented during 2022 to cater for students with personalised support. All students set personalised learning goals in English, Mathematics, and Wellbeing. Students requiring additional support outside of adjustments to the classroom teaching program each had a PLSP with goals reviewed in consultation with all stakeholders regularly. Aboriginal and Torres Strait Islander students had a PLP that was collaboratively developed with the student, teacher, and parent/ carer/s, which identified shared goals, actions and measures of success that resulted in positive engagement and academic achievement for every student.

2023 areas of focus:

- Continue to refine timelining of the development of collaboratively set goals for every student 3 - 6 in areas of literacy, numeracy and wellbeing - in stages

- Revise PBL program, Wellbeing Framework, Anti Bullying Plan, and develop School Behaviour and Management Plan
- Cultural goal data bank for use during PLP meetings. Implementation of a new goal system where students more regularly update their goals, with certificates being mailed home when those achievements occur.

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
Two-way Communication with Parents in the TTFM survey results improve to 7.3 from a baseline of 6.7.	2022 TTFM survey results indicate an increase in "Two-Way Communication: Parents are Informed". Our average maintained at 7.0 in 2022. This progress measure has been achieved.
45% of students with a PLSP achieve all of their goals by the end of the year, requiring a PLSP review in consultation with parents.	In 2022 a review of PLSP implementation and ongoing use of these to support students was conducted. A rigorous consultation process was implemented involving all staff as well as parents and carers. From this new systems, processes and procedures were implemented resulting in 100% of students with a diagnosis, or academically achieving 12 months above or below, having a PLSP containing a literacy, numeracy and communication goal. All student PLSPs were reviewed and evaluated a minimum of 2 times throughout the 2022 school year. This ensured all student goals were aligned to student's current point of need and that all stakeholders were more regularly consulted and informed about student's progression towards their PLSP goals.
SEF - External validation assessed as: **Learning:** Wellbeing - Sustaining and Growing Reporting - Sustaining and Growing	Our collaborative self-assessment against the School Excellence Framework shows the targeted elements of both Wellbeing and Reporting to be Sustaining and Growing. With the themes of Individual Learning Needs, Behaviour and Parent Engagement improving. In particular, In Whole school monitoring of the theme of Behaviour, our collaborative self assessment against the SEF increased to Excelling

Funding sources	Impact achieved this year
Integration funding support $58,188.00	Integration funding support (IFS) allocations support eligible students at Tuggerawong Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Student Support **Overview of activities partially or fully funded with this targeted funding include:** • implementation of targeted programs, such as MacqLit, to differentiate teaching and learning programs • additional SLSO staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** Identified students were supported both in the playground and in the classroom, ensuring they were able to access the curriculum at their point of need and challenge. All eligible students demonstrated progress towards their personalised learning goals **After evaluation, the next steps to support our students will be:** Continue to refine the process of the formal incorporation of the integration funding decision making into the learning and support team meeting agenda as a response to information from all stakeholders, including student and parent/carer input. Monitor and adjust throughout the year in response to student's goal setting and PLSP reviews to ensure funding is specific to students' needs.
Socio-economic background $187,840.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Tuggerawong Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed Teaching • Evidence Based Teaching Practices • Collective Efficacy • Learning Partnerships • Personalised Student Support • Attendance • High Potential and Gifted Education (HPaGE) **Overview of activities partially or fully funded with this equity loading include:** • providing students without economic support for educational materials, uniform, equipment and other items • staff release to increase community engagement • equitable access to specialist resources • employment of additional staff to support literacy and numeracy program implementation **The allocation of this funding has resulted in the following impact:** Improved capacity of staff to access high-quality professional learning and instructional leadership, improving student results. Improvement in Check in assessment data in most grades in English. Improvement in Check in assessment data in mathematics in Term 4 in years 3-6, which is in correlation with the implementation of the maths warm-ups. **After evaluation, the next steps to support our students will be:** Continue to support students in the early years with the implementation of

Socio-economic background $187,840.00	the Initialit program, with close monitoring of students in order to provide extra support where needed. Support students and teachers with the implementation of the K-2 English and Mathematics syllabus by being fully resourced with quality texts and hands on mathematics resources. Revise the LAST role to include targeted support in class for students, in addition to small groups tuition withdrawal when appropriate.
Aboriginal background $23,117.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tuggerawong 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Student Support • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** Almost all Aboriginal families engaged in the PLP process throughout the year, with an authentic and genuine partnership developed between families and the school, to support each student in their education. Aboriginal students are supported with their PLP goals by the school learning support officer. Opportunities were also sort for students by liaising with partner schools, such as Wadalba CS, Kanwal PS and Wyong HS. These opportunities included Didge group and Senior Dance. **After evaluation, the next steps to support our students will be:** LaST team to closely track data and support Aboriginal students in achieving improvement in English and Mathematics. Consult with key stakeholders to create a place for all students to gather - yarning circle and bush tucker garden. Continue to build upon the momentum of the improved PLP process including termly yarn ups and initiatives from last year.
Low level adjustment for disability $136,541.00	Low level adjustment for disability equity loading provides support for students at Tuggerawong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Learning Partnerships • Personalised Student Support • Attendance **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence- based intervention program (MacqLit) to increase learning outcomes • employment of LaST and interventionist teacher • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting **The allocation of this funding has resulted in the following impact:** Improved student outcomes in identified students 4-6 through the Macqlit program implemented by the trained SLSO. LST process incorporates

Low level adjustment for disability $136,541.00	database, timeline and refinement of PLSP process to better cater for students with additional needs. Improved attendance procedures developed and improved attendance overall in Term 4. **After evaluation, the next steps to support our students will be:** Implement Quicksmart for Mathematics to support students who are identified as requiring additional support in Stage 2. Liaise with APLaS to develop the capacity of behaviour support strategies for LAST. Also review PLSP proforma in line with new behaviour support management plan.
Professional learning $17,200.00	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 Tuggerawong Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence Based Teaching Practices • Collective Efficacy • Personalised Student Support **Overview of activities partially or fully funded with this initiative funding include:** • Utilizing the APCI and timetable to ensure that collaboration time was available to collaborate, analyse data and unpack the new syllabus documents • Providing opportunities for staff to engage in PL opportunities on Aboriginal Education **The allocation of this funding has resulted in the following impact:** Improved teacher collaboration, knowledge, and understanding of the new syllabus and its implementation through data conversations and explicit teaching. **After evaluation, the next steps to support our students will be:** Further collaboration and development of understanding of K-2 English and Mathematics syllabus through evaluating units of work and resources. Ensure 3-6 teachers are ready for 2024 implementation. Continue to provide opportunities for staff to engage in quality professional learning on Aboriginal Education ie Connecting to Country.
QTSS release $42,635.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tuggerawong Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed Teaching **Overview of activities partially or fully funded with this initiative funding include:** • Assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** Assistant Principals were mentored by the APCIs in the HIPL literacy and numeracy programs by observing the APCIs in their role and during data talks. They also participated in team data analysis and individualised student support, in order to improve student outcomes **After evaluation, the next steps to support our students will be:** Assistant principals will continue to be mentored by the APCIs while they begin to provide in class support and lead data talks with the teachers in their teams, eventually moving on to data analysis and individualised

QTSS release $42,635.00	student support. Accompanying this, will be a focus on the middle leader SLI modules of Feedback and Collaboration to support the executive in their role.
COVID ILSP $151,379.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy **The allocation of this funding has resulted in the following impact:** The majority of the students in the program achieved significant progress toward their personal learning goals. This support supplements our existing Learning and Support entitlements to provide intensive support for identified students. **After evaluation, the next steps to support our students will be:** Continue with the implementation of intensive, literacy and numeracy small group tuition, using data sources to identify specific student need. We will continue to utilise evidence-based intervention programs such as Macqlit, Minilit, and Quicksmart. The students will be monitored and assessed on a 5 weekly basis to make adjustments as necessary, with the programs adjusted also when necessary. Monitored by LST and communicated with classroom teacher/s and parents.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	122	125	116	108
Girls	120	112	109	102

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.7	95.1	95.2	89.3
1	92.7	91.3	93.4	88.3
2	93.6	90.4	92.4	88.4
3	92.9	89.2	92.0	84.6
4	93.8	90.0	93.5	84.7
5	91.4	93.1	91.3	85.4
6	91.2	89.4	92.0	84.4
All Years	92.7	91.4	92.7	86.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	7.15
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*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	523,232
Revenue	2,897,989
Appropriation	2,800,521
Sale of Goods and Services	4,494
Grants and contributions	88,602
Investment income	4,372
Expenses	-2,968,412
Employee related	-2,347,936
Operating expenses	-620,477
Surplus / deficit for the year	-70,424
Closing Balance	452,808

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	40,755
Equity Total	347,520
Equity - Aboriginal	23,118
Equity - Socio-economic	187,860
Equity - Language	0
Equity - Disability	136,542
Base Total	1,837,442
Base - Per Capita	56,853
Base - Location	0
Base - Other	1,780,589
Other Total	298,287
Grand Total	2,524,003

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

Each academic year, Tuggerawong Public School is required to gather input from parents, students, and teachers to evaluate the school's performance. Parents largely believe that the Positive Behaviour for Learning (PBL) values, being Respectful, Responsible, and Personal Best, foster the supportive environment they seek for their children. The school actively seeks feedback from staff, students, and parents on how to further enhance PBL at the school. The feedback gathered is instrumental in refining key documents such as the Student Wellbeing Program, as well as simplifying certain processes like referrals and the collection of required Toto's for important rewards and milestones.

The 2022 Tell Them From Me - Parent Survey was conducted in Semester 2 of 2022 and was completed by 51 parents / families. We acknowledge that the COVID continued to have a huge impact on our school and community throughout the year.

An overview of the parent responses is as follows:

* 81% said their child/ren feel safe going to and from school

* 78% can easily speak with their child's teacher

* 79% can easily speak to the principal

* 73% feel teachers have high expectations for their child to succeed

* 81% believe their child is encouraged to do their best

* 78% believe school staff take an active role in making sure all students are included in school activities

* 67% felt parent activities are scheduled at times when they can attend.

The 2022 Tell Them From Me - Staff Survey was conducted at the end of 2022. Overall, staff felt that the professional learning they engaged in throughout the year was meaningful and they would like to see further professional development in researched based programs and the new English and Mathematics syllabus K-2 for all teaching staff across the school. Professional Learning continued in a hybrid fashion, (over Zoom and in face to face) following covid protocols.

Some of the teacher responses are as follows:

* 93% establish clear expectations for classroom behaviour

* 77% are in regular contact with the parents of students with special learning needs

* 96% set high expectations for student learning

* 93% use results from formal assessment tasks to inform their lesson planning

* 96% feel assessments help them understand where students are having difficulty

* 89% discuss learning problems of particular students with other teachers

* 89% believe school leaders have provided guidance for monitoring student progress

* 80% believe school leaders have helped them improve their teaching.

The 2022 Tell Them From Me - Student Survey was conducted in both Semester 1 and 2 in 2022 for students in Year 4 to Year 6.

Some of the student responses are as follows:

* 95% believe that schooling is useful in their every day life and will have a strong bearing on their future

* 93% feel they have friends at school they can trust and who encourage them to make positive choices

* 93% do not get in trouble at school for disruptive or inappropriate behaviour

* 86% try hard to succeed in their learning

* 84% feel important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives

* 59% are interested and motivated in their learning

* 14% of students feel they are subjected to physical, social, or verbal bullying, or are bullied over the internet. This figure is well below the state average.

In 2022, the staff at Tuggerawong Public School remained steadfast in their commitment to prioritizing their students amidst the challenges presented by the COVID-19 pandemic. While the school saw improvements in certain aspects of student surveys, the effects of remote learning and lockdown were reflected in other areas, particularly with regards to reduced interest and motivation in learning among 4-6 grade students. This issue will continue to be a focus for the staff in the coming year, who are dedicated to collaborating, reflecting on their practices, and pursuing professional development to continually improve their skills and knowledge.

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.