

# 2022 Annual Report

## Truscott Street Public School



4164

# Introduction

The Annual Report for 2022 is provided to the community of Truscott Street 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

---

Truscott Street Public School

Truscott St

North Ryde, 2113

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

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

9878 1264

## School vision

Truscott Street Public School provides a caring and safe educational environment with a focus on continuous improvement for all students, across the full range of abilities. Evidence-based teaching methods and strategies are identified, promoted, and modeled to ensure that all students are engaged and challenged in their learning. A local, community school where lifelong friendships are made and learning for life is paramount. Within each student, the school instills pride in individual accomplishments and strong self-esteem, as reflected in our proud history and positive inclusive service to the community. We take pride in our school motto *Quod Potui Perfeci* or *Always do your Best*.

## School context

Truscott Street Public School was built in 1958 to cater for children of returned servicemen and women. The school is set in 1.8 acres of pleasant, well-maintained grounds in a quiet residential area in North Ryde. The school has a current student enrolment of 300 student which includes three multi-categorical support classes. The school community has developed a highly inclusive culture, based on a commitment to equal rights and opportunities for all. We, as a community, believe we share the responsibility for ensuring that our students are well-educated, happy and responsible young Australians.

The school has consulted with the community to develop a situational analysis which has been informed by the recent External Validation (2020) process. Three key areas for development have been identified; Effective Classroom Practice, Data Skills, and Use and Instructional Leadership. These key areas will inform the school's strategic directions over the next four years (2021-2024).

Our key focus areas for further work within the school will be around developing quality summative and formative assessment tasks and data collection practices aligned to developing greater consistency of judgment within and across schools. Our focus is to ensure we meet students at their point of need, develop processes to accurately monitor student achievement, and strategically plan effective resource allocation, both human and financial.

Structures will be put in place to identify students not showing improvement and Our Learning and Support Team will deliver intensive learning programs while at the same time using the same using similar processes and learning interventions to identify and support our high potential students.

The school aims to achieve maximum improvement and growth for all students, through continual monitoring of student performance data to determine areas of need and success at an individual, class, stage, and whole school level in order to maximise student learning outcomes specifically for reading and numeracy and to build strong foundations for academic success in all key learning areas.

## 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	Excelling
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	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

#### Student growth and attainment - Excellence in Learning

To improve learning outcomes for students in reading and numeracy through a whole school approach to identifying, understanding, and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching 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.

- Lesson Planning
- Explicit Classroom Practice

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$18,000.00

**Socio-economic background:** \$5,157.75

**English language proficiency:** \$51,305.24

**Integration funding support:** \$30,346.00

### Summary of progress

#### Lesson Planning

Building teacher capacity in the classroom and improving student learning outcomes in literacy and numeracy continued to be a focus in 2022. The Executive and teaching staff completed a review of how spelling was being taught across the school. There was a strong agreement on the need to research and invest in a new program. Executive staff undertook high-impact practices outline in the chosen program Sounds Waves Spelling and devised a plan of action to implement the program across the school. The impact of this initiative has been improvement in student results in vocabulary and writing.

To move towards achieving our progress measure we need to continue to develop teachers' professional knowledge in line with the K-6 Curriculum Reform program currently being implemented .through ongoing targeted professional learning. In the future, we will share the skills and knowledge developed across other stage groups. To further support the implementation of the Curriculum Reform program we are embarking on a plan to purchase additional decodable readers (K-2), a mixture of predictive texts (3-6) and provide additional professional learning for teachers around the effective use of these resources.

#### Explicit Classroom Practice

The implementation of a new syllabus in both English and Mathematics across Kindergarten and stage 1 in 2023 required that significant time be allocated in preparation during 2022. The executive staff planned and led an intensive professional learning program of action for the K-2 classroom teachers to become familiar with new explicit teaching and learning programs, assessment and data analysis. Staff was led through the unpacking of current evidence in explicit phonics instruction and metalanguage skills needed for new syllabus delivery in both English and Mathematics. The impact of this initiative has been an improvement in teacher quality and capacity in all classrooms.

To move towards achieving our progress measures we need to continue to engage staff in further professional learning and have quality time for collaboration to effectively implement, review and refine the in-class teaching of the new syllabus in 2023. We will also continue with our commitment to ensuring we have consistent plans in place across K-6, teaching programs to reflect scaffolding strategies such as learning intentions, success criteria, and goal-setting plans for all students. to continue to support The three-way interview process.

### 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
<b>NAPLAN Top 2 Bands - Reading</b> • Improvement in the percentage of students achieving in the top 2 NAPLAN bands for <b>Reading</b> to be at or above the school's lower bound system negotiated target of 61.0%.	• 63.77% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating achievement of the lower-bound target.
<b>NAPLAN Top 2 Bands - Numeracy</b> • Improvement in the percentage of students achieving in the top 2 NAPLAN bands <b>Numeracy</b> to be at or above the school's lower bound system negotiated target in numeracy of 55.9%.	• 47% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating progress towards the lower-bound target.
<b>Expected Growth - Reading</b> • Percentage of students achieving expected growth in NAPLAN <b>Reading</b> to be moving towards the lower bound system-negotiated target of 70.5%.	As NAPLAN tests were not run in 2020 no student growth in <b>reading</b> can be calculated for 2022. There needs to be student results across consecutive assessment years. (year 3 2020 to year 5 2022).
<b>Expected Growth - Numeracy</b> • Improvement in the percentage of students achieving expected growth in NAPLAN <b>Numeracy</b> to be moving towards the lower bound system-negotiated target 61.9%.	As NAPLAN tests were not run in 2020 no student growth in numeracy can be calculated for 2022. There needs to be student results across consecutive assessment years. (year 3 2020 to year 5 2022).
<b>School Excellence Framework:</b>  Data and evidence sets indicate the school is moving towards achieving the following when self-assessed against the SEF:  <b>Learning</b>  <i>Curriculum - Sustaining and Growing</i>  <i>Assessment - Excelling</i>  <b>Teaching</b>  <i>Effective Classroom Practice- Excelling</i> <i>Data Skills and Use - Excelling</i>  <i>Learning and Development - Excelling</i>  <b>Leading</b>  <i>Educational Leadership - Excelling</i>	<b>School Excellence Framework:</b>  This year, the school continued to drive improvement 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 school plan and annual report.  Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice.  Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Data Skills and Use.  Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of Assessment.  Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing. in the element of Curriculum.  Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of Learning and Development  Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Educational Leadership

### Purpose

#### Excellence in Teaching - Data skills and use

To ensure that student assessment data is regularly used school-wide to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school directions.

### Initiatives

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

- Data Literacy and Analysis
- Assessment Practices

#### Resources allocated to this strategic direction

**Professional learning:** \$25,651.00

**Low level adjustment for disability:** \$80,498.71

### Summary of progress

#### Data Literacy and Analysis

Teaching staff engaged in the process of examining the impact of their understanding of what it means to have 'Shared Beliefs and Understanding'. *Informed by introducing what matters in education*; Sharratt et al. (2019). This work was conducted through whole staff professional learning sessions. This work also supported our learnings for the implementation of the new K-2 curriculum. The impact of this initiative has been a consistent belief system by teachers across the school.

To move towards achieving the progress measures, the next steps will be to analyse staff responses to intentionally and collaboratively create an understanding that guides the way we view data as a tool for improving learning outcomes for all students. by continuing to train staff in the use of data with the intention of this to inform classroom practice. The employment of the APC&I in 2023 will endeavor to focus on improving practice using data in more consistent depth in all classrooms to support all teachers. Professional Learning will be further developed around the CESE document 'What Works Best'.

#### Assessment Practices

The leadership team worked with the Learning Support Team to conduct a review of the existing assessment and reporting schedule to identify stage and school practices relating to data collection, use, and analysis. The impact of this work has been a consistent approach to assessment and referral processes for identified students needing additional assistance in learning.

To move towards achieving our progress measure we will continue with our commitment to ensuring we have consistent plans in place across K-6, teaching programs to reflect scaffolding strategies such as learning intentions, success criteria, and goal-setting plans for all students. These plans need to also be reflective of the assessment practices that are reflected in reporting to parents.

#### 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
Percentage of teaching programs reflecting the use of data during lesson planning and program evaluation is moving towards the school identified target of 100%.	<ul style="list-style-type: none"><li>• Analysis of teaching and learning programs shows that teachers are using data during lesson planning.</li><li>• Analysis of teaching programs shows 100% reflecting the use of data during lesson planning and program evaluation indicating the school-identified target.</li></ul>

<p>Student expectations for success are moving towards state levels as reported in TTFM.</p> <p>Students reporting academic engagement are moving towards state levels as reported in TTFM.</p>	<p>Tell Them From Me (TTFM) Belonging - Expectations:</p> <p>The proportion of students who report a high expectation of belonging and academic expectations across Years 4, 5 &amp; 6 is tracking at or above state levels. The proportion of students who report a low sense of belonging and academic expectations across Years 4, 5, &amp; 6 continues to be lower than the State levels.</p> <ul style="list-style-type: none"> <li>• Tell Them From Me student data shows an overall increase in students' expectations for success indicating continued progress toward the school-identified target.</li> </ul>
<p>The percentage teaching programs that include explicit and effective assessment practices - for learning, as learning and of learning, is moving towards the school identified target of 100%.</p>	<ul style="list-style-type: none"> <li>• Analysis of teaching and learning programs shows that all teachers are using explicit and effective assessment practices.</li> <li>• Analysis of teaching and learning programs shows 100% include explicit and effective assessment practices - for learning, as learning and of learning indicating achievement of the school-identified target.</li> </ul>



## Strategic Direction 3: Excellence in Leading

### Purpose

#### Excellence in Leading - Instructional Leadership

To ensure that the principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

### 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.

- Instructional Leadership in Effective Classroom Practice Practice
- Instructional Leadership in Effective Attendance
- Aboriginal Education - Cultural Vision

### Resources allocated to this strategic direction

**QTSS release:** \$64,930.36

**Literacy and numeracy intervention:** \$22,984.20

### Summary of progress

#### Instructional Leadership in Effective Classroom Practice Practice

The development of the leadership team working across all stages consisting of stage leaders, learning support teachers, and explicit EAL/D in classroom support has continued to improve classroom practice through the implementation of success criteria and student goal-setting strategies in all classrooms. This resulted in the increased capacity of teachers to identify and support the needs of EAL/D students.

In 2023 extensive work around EAL/D support will continue to be available in assisting teachers within classrooms to embed data analysis as a consistent tool for improving learning outcomes for students.

#### Instructional Leadership in Effective Attendance

Instructional Leadership in Effective Attendance updated and informed all teachers in regard to their responsibility to monitor and report attendance concerns regularly and follow up with areas of concern for individual students. All stages addressed attendance as part of their weekly meetings. Any attendance that needed additional investigation was addressed in weekly Learning Support meetings and appropriate interventions and support are actioned. The impact of this work has been an improvement in the attendance patterns of identified students.

In 2023 we will continue our focus on improving attendance patterns across the school.

#### Aboriginal Education - Cultural Vision

The establishment of the school Aboriginal Education sub-committee worked to increase the visible whole school connections to First Nations People within the school. The impact of this initiative included the introduction of the Acknowledgment of Country, local Indigenous names for local flora and fauna, and different learning areas around the school.

In 2023 we will undertake a full day of professional learning focused on First nations culture and our school vision to support Aboriginal Education.

### 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
Percentage of teachers who use	• Analysis of assessment schedules shows that 100% of teachers are using

diagnostic, formative, and summative assessments to inform teaching, report on achievement, and evaluate teaching is moving towards the school identified target of 100%.	diagnostic, formative, and summative assessments to inform teaching, report on achievement, and evaluate teaching.
<b>Attendance</b>  Improvement in the percentage of students attending school more than 90% of the time to be at or above the school's lower bound system-negotiated target of 89%.	<ul style="list-style-type: none"> <li>• The number of students attending greater than 90% of the time or more has decreased by 15% in 2022 however SCOUT data project that attendance will move back to 93% of students attending greater than 90% in 2023.</li> </ul>
Percentage of teaching and learning programs demonstrating cultural immersion of Aboriginal culture and history is moving towards the school identified target of 100%.	<ul style="list-style-type: none"> <li>• Analysis of teaching and learning programs shows 80% demonstrating cultural immersion in Aboriginal culture and history indicating progress toward the school-identified target.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$30,346.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Truscott Street Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around [course]</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals. Ongoing evidence of all PLSPs regularly updated and responsive to student learning needs and progress ensuring that students received the personalised learning and support within their own classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the process of incorporating all integration funding decisions being part of the role of the learning support team's weekly meeting agenda. Clear understanding that the use of integration funding will be adjusted throughout the school year in response to the student's progress.</p>
<p>Socio-economic background</p> <p>\$5,157.75</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Truscott Street Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Lesson Planning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of additional staff to support [name] program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> equitable access to the curriculum. Improved student outcomes in literacy and numeracy</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to operate this program on an individual needs-based plan to support families with uniform needs, excursions, events, and the purchase of equipment and resources.</p>
<p>English language proficiency</p> <p>\$51,305.24</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Truscott Street Public School.</p>

<p>English language proficiency</p> <p>\$51,305.24</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Lesson Planning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> student growth on the EAL/D learning progressions with 80% of students achieving expected or above expected growth. EAL/D students are more confident and better prepared to take risks with their English language use, as noted in teacher observations and a decrease in LST referrals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to provide EAL/D Progression level training to all classroom teachers to be better able to map their student's progress against the progressions and differentiated assessment tasks. Implement plans to support teachers to design units of work to better cater to the needs of their EAL/D students in the classrooms.</p>
<p>Low level adjustment for disability</p> <p>\$80,498.71</p>	<p>Low level adjustment for disability equity loading provides support for students at Truscott Street Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Literacy and Analysis</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the school gathering quality data to assess our learning support practice via internal data LST, Best Start tracking, K-2 Phonics Assessments, Check-in Assessments Year 3-6, and class formation data via the annual Classroom Builder indicating that all targeted students receiving additional support progressed in learning outcomes assessed in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning support team through the employment of an Assistant Principal Curriculum and Instruction (APC&amp;I) in 2023 to assist all classroom teachers to develop skills and strategies to support students in their classes.</p>
<p>Professional learning</p> <p>\$25,651.00</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 Truscott Street Public School.</p>

<p>Professional learning</p> <p>\$25,651.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Literacy and Analysis</li> <li>• Assessment Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> a focus on engaging with the new Curriculum Reform initiatives K-2 to be implemented in 2023 and preparation of the Curriculum Reform agenda for Stages 2 and 3 in 2024. Stage leaders and classroom teacher has been released for significant ongoing professional learning in preparation for the implementation phases respectively (Engage, Enact, and Embed) which resulted in increased teacher capacity to deliver the new curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to work rigorously with the Curriculum Reform process in readiness to implement the new syllabus K-2 English and Mathematics 2023 and in preparation for the implementation of Stage 2 &amp; 3 English and Mathematics in 2023. The ongoing regular release will continue for all teachers to implement, review and adjust units of work taking into account at each level priorities, school focus, resourcing, and evaluation.</p>
<p>Literacy and numeracy</p> <p>\$18,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Truscott Street Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Lesson Planning</li> <li>• Explicit Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff understanding of effective and explicit practice in literacy and numeracy. Purchase of teaching and learning resources that enabled the effective delivery of literacy and numeracy programs</p> <p><b>After evaluation, the next steps to support our students will be:</b> to engage with evidence-based focused professional learning on data skills and use of the High Impact Professional Learning model to support a focus on explicit literacy and numeracy instruction</p>
<p>QTSS release</p> <p>\$64,930.36</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Truscott Street Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership in Effective Classroom Practice Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>QTSS release</p> <p>\$64,930.36</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved capacity of the executive team to work in an instructional leadership role with their teams with a focus on explicit literacy and numeracy instruction. improved staff confidence and teaching practice. teachers use learning intentions, and success criteria and have a strong focus on formative assessment. teachers have now embedded more focused evidence-based, high-impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to provide significant time for stage leaders to be up-skilled as instructional leaders across the school to lead improvement in an area where teachers need support, such as literacy and numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Truscott Street Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership in Effective Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> support focused through ongoing targeted literacy programs for identified students performing below the expected level in their stage. This intensive approach resulted in improved engagement in learning. Evidence of improvement is seen across a combination of data inputs, including reading assessments, writing samples, teacher observation, Check-In, and NAPLAN data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to engage additional teaching staff using other flexible funding to expand the model already in place to support intervention programs.</p>
<p>COVID ILSP</p> <p>\$0.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of students in the targeted literacy and numeracy program achieved significant progress and improvement in their learning outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of the literacy and numeracy small group tuition using data sources to identify specific student needs. The school learning and support processes will continue to regularly monitor their</p>

COVID ILSP \$0.00	progress as they move off the program and back into their classroom. plan to provide additional in-class support for some students through the Learning and Support teacher as necessary.
----------------------	--

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	159	165	162	157
Girls	165	149	135	119

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.7	93.9	94.2	89.9
1	93.9	93.7	95.2	90.2
2	95.9	94.6	95.0	89.0
3	93.6	94.8	96.4	90.1
4	96.0	94.5	95.2	92.0
5	95.4	95.1	94.0	91.8
6	92.8	95.8	93.5	90.4
All Years	94.6	94.6	94.8	90.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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

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



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

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

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

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

## Management of non-attendance

---

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	11.82
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.4

\*Full Time Equivalent

### Workforce composition statement

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

### Aboriginal and Torres Strait Islander workforce composition

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

### Aboriginal and Torres Strait Islander school workforce composition

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

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

## Financial information

### Financial summary

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

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	336,452
<b>Revenue</b>	3,809,588
Appropriation	3,558,840
Sale of Goods and Services	2,765
Grants and contributions	242,323
Investment income	4,660
Other revenue	1,000
<b>Expenses</b>	-3,724,583
Employee related	-3,246,499
Operating expenses	-478,084
<b>Surplus / deficit for the year</b>	85,005
<b>Closing Balance</b>	421,457

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	31,103
<b>Equity Total</b>	133,924
Equity - Aboriginal	0
Equity - Socio-economic	5,158
Equity - Language	51,035
Equity - Disability	77,731
<b>Base Total</b>	2,870,673
Base - Per Capita	79,392
Base - Location	0
Base - Other	2,791,281
<b>Other Total</b>	316,168
<b>Grand Total</b>	3,351,868

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

## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

**Parent Survey - Partners in Learning Tell Them From Me (TTFM)** The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten-point scale. A score of 0 indicates very strong disagreement: 10 indicates very strong agreement" 5 is a neutral position (neither agree or disagree)

Trend Data across 2021 -2022 revealed percentage increases in the following aspects:

- Parents support learning at home,
- School supports learning
- School supports positive behaviour
- Safety at school, and
- Inclusive school

This report provides results based on data from 22 respondents in this school who completed the Parent Survey. Although the response level was low it was pleasing to see that responses came from across the school population K-6 both mainstream and support families. The survey also provides feedback to our school about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

**Student Survey - Informing School Improvement Tell Them From Me (TTFM)** Student Survey is designed to provide the school with insights into school planning and areas for school improvement initiatives.

The 2022 data indicated a continued trend of improvement. The proportion of students who reported an increased percentage of students who reported a high expectation of belonging, academic engagement in learning, positive behaviour at school, and a strong social engagement with their school.

**Staff Survey - Focus on Learning Tell Them From Me (TTFM)** The Focus on Learning Survey is a self-evaluation tool for teachers and schools that is based on two complementary research paradigms: 'effective schools' research which has identified the most important correlates of student outcomes and to 'dimensions of classroom and school practices.'

The 2022 data indicated a continued trend of improvement across the following drivers of student learning:

- leadership
- collaboration
- quality feedback and
- technology.

# 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.