

2022 Annual Report

Toormina Public School



4506

Introduction

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

Toormina Public School

Cavanba Rd

Toormina, 2452

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

toormina-p.school@det.nsw.edu.au

6653 2122

School vision

Every student attends school regularly and respectfully engages in their learning, achieving academic excellence in literacy and numeracy across all key learning areas. Students take responsibility for their own learning and behaviours in a supportive environment. Families and community values and aspirations align with the school, NSW Department of Education and Premier's priorities. Every teacher provides quality learning and meaningful feedback to improve student outcomes. Every staff member displays high expectations and actively engages in quality professional learning to collaboratively improve teaching and learning with a focus on reading and numeracy.

Leaders guide and support staff with high impact professional learning and collaboratively embed evidence-based teaching into practice. Leaders maintain high expectations of student growth and attainment, fostering a supportive and productive learning environment. Staff members regularly communicate with parents and carers and encourage open communication to actively engage families with their child's wellbeing and learning journey. High expectations and mutual respect are the foundation of all communication.

School context

The school is a K-6 school on the Mid North Coast of New South Wales. There are 196 students enrolled with 34 Aboriginal students (17%) and 8% of students with English as an additional language or dialect (EALD). The school family occupation and education index (FOEI) is 124 with 46.6% in the bottom quartile and 23.3% in the second quartile. This results in the school receiving additional equity funding to help remedy educational disadvantages and provide support for our students. The school also receives funding to support students with additional learning needs through integration funding support. In total, the school will receive funding of \$3,001,948 for 2022. The majority of this funding is utilised to employ staff to support our students. Funding initiatives our school receives beyond equity funding includes professional learning, beginning teacher support, literacy/numeracy, school support allocation and EAfS.

Student carer profiles show a multicultural background with high-level training, employment and aspirations. Teaching and learning draw on the diversity of student and staff strengths by encouraging all students to develop their potential in a purposeful environment with supportive wellbeing systems. All staff have current Working With Children Checks and are accredited at proficient teacher level with some new teachers provisionally accredited. One staff member is engaging with the Australian Professional Teaching Standards to achieve highly accomplished teacher proficiency. Seven staff members hold postgraduate qualifications.

The school has modern facilities including technology suites, wonderful sporting opportunities, creative and performing arts with a tiered music room. Our school hosts the regional opportunity class for teaching gifted and talented students in years five and six. The school has a dedicated focus on literacy and numeracy with a climate that provides a foundation for lifelong learning. Quality teaching and learning is a major focus within the school. The school has received additional funds from the Priority School Funding Program since 2009. The school was identified as an Early Action for Success school in 2017 with an instructional leader appointed K-2 to monitor and support teachers and students to improve literacy and numeracy standards at our school. The school grounds back onto Toormina High School where the majority of our students enrol once commencing high school (70-90%). There are strong connections and transition programs with Toormina High School.

The whole school community, involving students, staff, parents/carers, P&C and the local AECG, was consulted to develop an authentic situational analysis, which was aligned to student data and led to the development of the strategic improvement plan. Through this process, the school has identified a need to further enhance student attendance, a sense of belonging as well as reading and numeracy growth and proficiency. This aligns with system-negotiated targets and is the basis for our strategic directions 2021-2024 - Student Growth & Attainment; Wellbeing; and Performance and Development.

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	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
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

To enhance student growth and attainment in reading and numeracy, we will augment instructional leadership and data driven practices.

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.

- Literacy and Numeracy
- Student Assessment and Feedback

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$180,685.20

Socio-economic background: \$54,391.00

QTSS release: \$44,359.51

Professional learning: \$15,465.38

Low level adjustment for disability: \$114,921.00

Integration funding support: \$1,000.00

Summary of progress

In 2022 professional learning in the school has ensured highly effective instructional leadership practices are established and maintained to facilitate whole school improvement. The school embedded the newly formed position of Assistant Principal Curriculum and Instruction in 2022 embedding clear processors for collaboration across all stages. The Assistant Principal Curriculum and Instruction effectively scheduled Instructional Leadership professional learning opportunities with all staff, including the use of visible learning strategies evident in every literacy and numeracy session. Staff feedback from professional, learning with the Assistant Principal Curriculum and Instruction has been extremely positive and teaching programs reflect a deeper understanding of student achievement data analysis and data-driven practices. Teaching and learning programs are dynamic and have been moved online, constantly being revised based on feedback, as well as student assessment data. Data hour has been established, which allows time for staff to continuously track student progress and achievement. Student assessment data is regularly used school-wide to identify student achievements and progress to reflect on teaching effectiveness and inform practice. This is done individually, as a stage group during coordinated release time as well as regularly through instructional leadership sessions. We have seen strong results this year in NAPLAN, Check-In, PAT as well as in internal school assessments. Throughout the year teachers have routinely given students effective feedback and this has been supported by professional learning throughout the year on providing effective feedback. In 2023 the school will continue to embed explicit teaching strategies in literacy and numeracy, and staff will strengthen their use of data analysis to inform their teaching practice.

NEXT STEPS

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
Increase the proportion of students achieving in the top 2 NAPLAN bands to 35.1% or higher in reading.	In 2022 57.38% of students across Years 3 and 5 achieved in the top 2 bands in NAPLAN Reading. This reflects an uplift of 29.01% from baseline data.
Increase the proportion of students achieving in the top 2 NAPLAN bands to 26.5% or more for numeracy.	In 2022 34% of students across Years 3 and 5 achieved in the top 2 bands in NAPLAN Numeracy.
Increase the proportion of Aboriginal students achieving in the top 3 NAPLAN bands to 46.5% or more for reading.	In 2022, 50% of Aboriginal students across Years 3 and 5 achieved in the top 3 bands in NAPLAN reading.

<p>Increase the proportion of Aboriginal students achieving in the top 3 NAPLAN bands to 36% or more for numeracy.</p>	<p>In 2022, 40% of Aboriginal students across Years 3 and 5 achieved in the top 3 bands in NAPLAN numeracy.</p>
<p>Increase the proportion of students achieving expected growth in NAPLAN by 5.2% or more for reading.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p> <ul style="list-style-type: none"> • However Check-In Assessment data indicates strong growth in Vocabulary in Year 5 and Processes in Year 3.
<p>Increase the proportion of students achieving expected growth in NAPLAN by 6.0% for numeracy.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p> <ul style="list-style-type: none"> • However Check-In Assessment data indicates strong growth in Statistics and Probability in both Years 3 and Year 5 and Measurement and Geography in Year 5.

Strategic Direction 2: Wellbeing

Purpose

In order to improve student behaviour and attendance, we will develop a strategic and planned approach to whole school wellbeing and attendance strategies, so that students maximise their time at school to connect, succeed, thrive and learn.

Initiatives

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

- Attendance
- Planned Approach to Wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability: \$10,000.00

Socio-economic background: \$12,167.78

Professional learning: \$7,500.00

Aboriginal background: \$40,000.00

Summary of progress

Throughout 2022, staff have engaged students with positive attendance and wellbeing achievement prizes, promotions and increased family communications. We have engaged with regular home school liaison officer visits for targeted support of students with specific needs. The school has also implemented a daily text service to families for students with unexplained absences.

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
Increase the percentage of students attending school 90% or more to between 76.6% and 81.6%.	In 2022 46.3% of our students attended school 90% or more. This is in comparison to the state average of 44.9%.
Reduce the proportion of students attending school less than 80% of the time by 2% or more.	In 2022 35.6% of our students attended school less than 85% of the time. This was up from 19.6% in 2021.
Increase the percentage of students reporting positive wellbeing on the Tell Them From Me Survey to between 83.5% and 88.50%	63.5% of our students reported as having a positive sense of belonging through the TTFM survey and 75% stated they had positive behaviour at school.

Strategic Direction 3: Performance and Development

Purpose

In order to bolster high quality teaching, we will strategically implement high quality professional learning and planned and supported reflective practices with a focus on student growth in literacy and numeracy.

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.

- Performance and Development

Resources allocated to this strategic direction

Socio-economic background: \$20,000.00

Summary of progress

In 2022 all teachers have had regular classroom observations which are structured and timetable, and both written and verbal feedback provided which is linked to the Australian Professional Standards for Teachers. Teacher planning time is linked so that all stages have RFF together to encourage and allow collaborative practice and all teaching staff have regular IL sessions either fortnightly or weekly. Common staff PDP goals are aligned to the strategic improvement plan and collaborative practice and were formulated collectively. Throughout the year professional learning was identified and informed by student learning data and evidence-based practice highlighted by What Works Best. This included two sessions of self-identified PL per term where staff identified and completed PL which directly aligned to their individual PDP. The PL calendar was planned to incorporate Berry Street, as well as to identify school and Department priorities.

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
80% of teachers use the Australian Professional Standards to measure and evaluate their performance, their PDP's annual reviews demonstrate continued capacity building and goal achievement.	In 2022 100% of teachers utilised the Australian Professional Standards to measure and evaluate their performance.
80% of teachers goals are aligned to student progress and achievement with clear evidence of effective assessment and evaluation processes.	In 2022 80% of teachers' goals were aligned to student progress and achievement.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$5,690.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Toormina Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Students involved have gained confidence with written and spoken language in their classroom and socially with other students.</p> <p>After evaluation, the next steps to support our students will be: To continue to support these students through differentiated classroom support.</p>
<p>Integration funding support</p> <p>\$45,577.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Toormina Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Assessment and Feedback • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Improved learning and social/emotional/behavioural outcomes for students.</p> <p>After evaluation, the next steps to support our students will be: Continue to support individual students who attract integration funding with SLSO support.</p>
<p>Socio-economic background</p> <p>\$192,867.52</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Toormina Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance • Planned Approach to Wellbeing • Literacy and Numeracy • Student Assessment and Feedback • Performance and Development • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials,

<p>Socio-economic background</p> <p>\$192,867.52</p>	<p>uniform, equipment and other items</p> <ul style="list-style-type: none"> • employment of additional staff to support student behaviour and social programs. <p>The allocation of this funding has resulted in the following impact: Improved learning outcomes for students through SLSO support for students within classrooms, improved teacher capacity through instructional leadership and positive relationships between home and school through community engagement.</p> <p>After evaluation, the next steps to support our students will be: To continue support for students in classrooms through teacher professional learning and tiered wellbeing systems. Investment in whole staff engagement in the Berry Street professional learning is prioritised to recognise and support students impacted by trauma (concluding in term one, 2023). Additional learning and support structures to support classroom learning would also be a priority.</p>
<p>Aboriginal background</p> <p>\$53,966.28</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Toormina Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Planned Approach to Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Increased sense of belonging and advocacy amongst our Aboriginal students.</p> <p>After evaluation, the next steps to support our students will be: Focus on raising student perceptions of expectations for success. Focus on specific bump it up programs to enable Aboriginal students to attain proficiency bands (top 3) in national assessments.</p>
<p>English language proficiency</p> <p>\$2,833.62</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Toormina Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact:</p>

<p>English language proficiency</p> <p>\$2,833.62</p>	<p>Students with an EAL/D background are supported in classrooms.</p> <p>After evaluation, the next steps to support our students will be: Continue to support our EAL/D students with additional classroom supports.</p>
<p>Low level adjustment for disability</p> <p>\$165,470.96</p>	<p>Low level adjustment for disability equity loading provides support for students at Toormina Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance • Student Assessment and Feedback • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: High levels of support for students in the classroom from SLSO staff as well as learning and support teachers.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students on a needs basis to give them the best opportunities for their learning.</p>
<p>Location</p> <p>\$1,665.54</p>	<p>The location funding allocation is provided to Toormina Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: Equitable outcomes for students facing financial hardship.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide equitable outcomes for students facing financial hardship.</p>
<p>Professional learning</p> <p>\$22,965.38</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 Toormina Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Planned Approach to Wellbeing • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff have engaged with the Berry Street Educational Model professional learning to support student wellbeing and engagement. • Staff have engaged with additional professional learning to support K-2 curriculum implementation for English and mathematics. • Staff have been provided additional release to work directly with the

<p>Professional learning</p> <p>\$22,965.38</p>	<p>assistant principal, curriculum and instruction</p> <p>The allocation of this funding has resulted in the following impact: High levels of staff and student engagement with their learning. Improved student outcomes surpassing or meeting our premier's priority targets earlier than planned.</p> <p>After evaluation, the next steps to support our students will be: To maintain the same level of support for teacher professional support with AP curriculum and instruction positions with a close focus on new curriculum implementation.</p>
<p>QTSS release</p> <p>\$44,359.51</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Toormina Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: High levels of collaboration and team planning with greater consistency. It allows greater opportunities for supervising executives to work with and supervise their team members.</p> <p>After evaluation, the next steps to support our students will be: To continue with QTSS support structures to support all staff receiving additional release time to implement new curriculum practices.</p>
<p>COVID ILSP</p> <p>\$138,453.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition in reading comprehension and numeracy skills. • release for teaching staff to analyse student learning data in determining intervention groups <p>The allocation of this funding has resulted in the following impact: In 2022 COVID ILSP intervention supported 223 students through 54 small-group intervention programs with a focus on reading comprehension and numeracy.</p> <p>After evaluation, the next steps to support our students will be: In 2023 COVID ILSP programs will continue for an additional 6 months supporting identified students in reading comprehension and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	144	146	140	105
Girls	111	117	97	91

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.7	92.4	91.6	87.7
1	92.0	92.0	90.6	85.8
2	89.6	92.7	93.3	88.5
3	89.7	90.1	93.1	88.2
4	91.8	91.3	89.9	89.2
5	91.4	93.0	90.3	88.8
6	90.7	92.6	90.0	81.6
All Years	91.1	92.2	90.9	87.2
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)	5.2
Classroom Teacher(s)	7.96
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Counsellor	1.6
School Administration and Support Staff	2.22

*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	47,904
Revenue	3,476,428
Appropriation	3,397,660
Sale of Goods and Services	39,616
Grants and contributions	38,347
Investment income	806
Expenses	-3,224,245
Employee related	-2,982,012
Operating expenses	-242,233
Surplus / deficit for the year	252,184
Closing Balance	300,088

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	45,577
Equity Total	415,138
Equity - Aboriginal	53,966
Equity - Socio-economic	192,868
Equity - Language	2,834
Equity - Disability	165,471
Base Total	1,724,681
Base - Per Capita	59,885
Base - Location	1,666
Base - Other	1,663,131
Other Total	846,602
Grand Total	3,031,999

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.

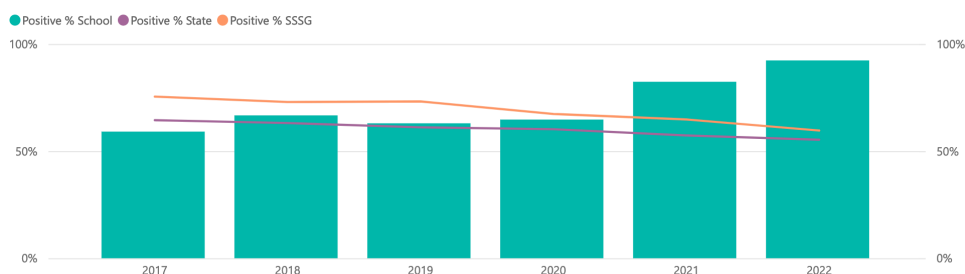
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

We would like to thank our parents/carers and school community for their patience during the COVID-19 interruptions and for access to our school at the start of the school year. Following this, the school enjoyed a year where more parents were able to join in school events and feel part of the school again. To gain parent feedback to review our progress, school staff collated parent responses and opinions about school programs and the impact of school systems in 2022. Feedback to the school indicated that 85% of parents/carers are satisfied that we support our students and look after their wellbeing in a professional manner.

In the Tell Them From Me students surveys, students feel they have someone at school who consistently provides encouragement and can be turned to for advice at a higher proportion than the state average. Another good indicator of our positive school learning culture is that a higher proportion of our students (8.1) feel that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback; when compared to the state average (7.7). Best of all, our students' sense of belonging has continued to grow well above state and statistically similar school averages consistently over the past years (see the graph below).

In the 2022 People Matter Survey, school staff responses indicated that school respect amongst staff was the highest measure in the survey (100%). "My job gives me a feeling of personal accomplishment" was measured at 91.3%. It was also positive to see that 91.3% of responders recognised their impact on students and families and also felt encouraged to do their best by improving the work they do. As a staff, we are a caring group of professionals and this shows in our care for our colleagues, our school community and, in particular, our students.



This graph highlights the growing sense of belonging our students feel at Toormina Public School against state and statistically similar school measures.

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.

Aboriginal Education - School statement

Additional school evidence of effective implementation of the policy included:

- The school has additionally completed a school yarning circle to enhance student and community Yarn Ups and a second yarning circle is planned to be constructed at the front of the school in 2023.
- About 93% of permanent school staff and 70% of temporary staff have completed the Connecting to Country professional learning developing quality insights into local Gumbaynggirr culture and language. This is a highly valued professional learning experience.
- Each year Toormina Public School students elect student Aboriginal leaders as part of the student leadership team.

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.

Multicultural and anti-racism education - School Statement

With students and families from a diverse range of backgrounds, language groups and cultures, the staff of Toormina Public School are mindful to incorporate multicultural perspectives across the learning programs and make a particular highlight of international cultures during our recognition of Harmony Week with planned activities across the school and international flavours incorporated into canteen specials.