

2022 Annual Report

Thomas Acres Public School



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Introduction

The Annual Report for 2022 is provided to the community of Thomas Acres 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

Thomas Acres Public School

Crispsparkle Drive

Ambarvale, 2560

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

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

4626 4577

School vision

At Thomas Acres Public School, we strive for academic excellence and high expectations for all, with a strong focus on the foundations of literacy and numeracy. We partner with our community to support our students to ensure every child is known and cared for. In our inclusive and supportive environment, all students can connect, thrive and succeed.

School context

Thomas Acres Public School is situated in Ambarvale, a suburb of Campbelltown approximately 55kms south west of the Sydney Central Business District. Ambarvale itself has a population of 7,374 people with Aboriginal and Torres Strait Islanders making up 5.7% of the population.

The current school population is approximately 500 students, however, over the last 5 years the school's enrolment has ranged between, 490 to 550 students. 27 of our students are in 4 support unit classes catering for learning needs, autism and various other needs. A portion of our population is transient with many families moving in and out of the area causing variation in our enrolment numbers. The student enrolment comprises of approximately 15% Aboriginal and Torres Strait Islanders, and 32% of students have a language background other than English. Our enrolment is predominately low socio economic with a range of cultural groups. Based on data from the Learning Support and Wellbeing team, 40% of the mainstream population has identified having well-being and learning needs. On average 25% of students have been referred to the LST team. 45% of the student population receive some form of adjustment to their learning program as recorded in NCCD data.

Thomas Acres Public School is supported by its community, consistently being above state average in community satisfaction on Tell Them From Me surveys. The school has a Family Occupational and Educational Index of 132.

Thomas Acres Public School offers a range of extra curricula activities to support student talents, strengths and interests. These include a school band, art groups, fortnightly sport skills programs school sport groups PSSA representation and PSSA teams. STEAM groups, Tournament of the Minds, public speaking and debating are offered at Thomas Acres PS and the school also provides opportunities in dance, cheer, choir and drumming.

The school's staffing entitlement in 2022 is 31 teaching staff and 9 non-teaching staff. However, additional staff are employed through school funds and targeted funds to meet the learning and well-being needs of our students.

The Thomas Acres Public School school improvement plan based on our Situational Analysis will be

Implication 1: Targets addressed: Reading and Numeracy

When analysis was conducted against the student outcome measures it was evident in 2018 data that expected growth in both reading and numeracy would be an area for explicit focus in the new school plan. While the 2019 data showed expected student growth in both Reading and Numeracy was above state and SSG averages, we need to improve or maintain this level of growth and to increase the percentage of students in the top 2 bands.

To consider our options for addressing these needs in the school we considered the newly published 'What Works Best Evidence Based Practices to Help Improve Student Performance'. This guide provides practical strategies for translating educational theory into classroom practice.

Strategic Direction 1: Knowing and Learning (Student growth and attainment). Initiative 1: Reading Initiative 2: Numeracy

Implication 2: Targets addressed: Wellbeing and attendance

Based on data from the 2019/2020 Tell Them From Me survey, attendance data, internal wellbeing evidence, as well as current research the school aims to improve self-regulation, attendance and a sense of belonging.

Strategic Direction 2: Caring and Learning. Initiative 1: Character Ed/ TIP Self-Regulation Initiative 2: Sense belonging Attendance

Implication 3: Targets addressed: Numeracy and Reading, Well-Being

Analysis of teacher surveys, focus groups, research and Self Evaluation Framework (SEF) indicate that the school improve on Teacher voice, capacity building and allowing opportunities to draw on expertise and observation of practice in professional learning and in mentoring and coaching. High impact on staff through quality professional learning and

expert mentoring and coaching will result in improved growth for student learning outcomes.

Strategic Direction 3: Collaborating and Learning Initiative 1: Mentoring and Coaching Initiative 2. Professional Learning to enhance Quality teaching in Literacy and Numeracy

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	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

(Knowing & Learning) To provide differentiated teaching and learning programs through explicit and deliberate lesson delivery that is challenging and responsive to student needs in order to improve student learning outcomes in Reading 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.

- Reading - Explicit & Quality Teaching Practices
- Numeracy - Explicit & Quality Teaching Practices

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$90,342.60

Literacy and numeracy: \$120,599.83

English language proficiency: \$42,011.49

Integration funding support: \$134,582.00

Summary of progress

In Literacy, our focus for 2022 was to build the capacity of beginning executive staff to use assessment data to drive teaching and learning in Understanding Texts. Stage teams were guided through the process of developing consistent evidence-informed practices using formative assessment to identify the point of need with student learning. Professional dialogue on evidence-based comprehension teaching strategies (Science of Reading and Scarborough's Reading Rope) occurred during collaborative planning sessions where staff aimed to adapt teaching and learning programs to embed quality practices into their everyday teaching. Differentiated support in the form of coaching and mentoring, has been provided for staff at their point of need using additional release (shoulder to shoulder planning, team teaching, lesson observations both internally and externally). Student learning outcomes have been tracked through the collection and analysis of assessment data (PLAN2 and Sentral) and were discussed termly at executive meetings. It was evident that this remains an area of need moving into 2023 as data did not triangulate consistently across the school.

Data sources (Phonics Screener, PLAN2, referrals to LST and Tier 2 intervention programs) and Tier 1 program evidence highlighted the need for a more consistent approach to phonics-based instruction in K-2. The APC&I researched programs and initiatives that could support growth in the area of synthetic phonics to improve student achievement and teacher delivery through a more consistent and explicit approach which would align with curriculum reform. As a result, the InitialLit program was investigated as a possible solution. Executive staff agreed this was a feasible way of moving forward, so the program and accompanying resources were purchased using Literacy and Numeracy funds with teachers across K-2 receiving training to begin implementation in 2023. It is anticipated that having a more consistent approach in K-2 will reduce the number of students requiring Tier 2 and 3 intervention support. Years 3-6 will need to continue to work collaboratively to embed strategies on reading comprehension into teaching and learning programs and scope and sequences.

In numeracy this year, the key areas of Quantifying Number and Additive Strategies featured significantly in our work in Strategic Direction 1. Data analysis was incorporated into stage meetings and staff across the school have acknowledged the value of collecting, tracking and monitoring student progress data, particularly in relation to PLAN2 and the learning progressions. It is evident that the analysis of data to inform teaching and learning remains an area of need moving into 2023 as data did not triangulate consistently across the school. Teaching and learning activities have been refined to better match syllabus outcomes and observable behaviours. This supported further improvement in quality teaching practice across the school to design class, group and individual learning.

Executive staff analysed student achievement data across K-6 and a numeracy team was established to design and deliver professional learning in Big Ideas, whereby staff were encouraged to begin trialling and exploring its implementation. As part of the LEED project, an analysis of staff and student surveys, as well as observations of practice occurred across the school, and this highlighted a gap in evidence of implementation fidelity. Through networking and additional research into evidence-based practice behind curriculum reform, it became apparent there was a need to review and establish norms in number talks and effective pedagogical conversation prior to launching further into Big Ideas. Resources have been purchased through the Literacy and Numeracy budget to increase equitable access to materials that can be used to support the implementation of the new syllabus in K-2, number talks and Big Ideas.

During 2023, differentiated support in the form of coaching and mentoring, will be provided for staff through team

teaching and opportunities for lesson observation (instructional rounds) to increase knowledge and expertise in delivering effective, explicit, evidence-based teaching practices that create optimal learning environments where all students are challenged and engaged to achieve their educational potential.

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
7.7% uplift compared to baseline data in students achievement in the top two bands for NAPLAN Reading. (Lower bound system negotiated target)	2022 NAPLAN data indicates 22% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 0.8%
5.6% uplift compared to baseline data in in ATSI students in top 3 bands for ATSI NAPLAN Reading. (Lower bound system negotiated target)	2022 NAPLAN data indicates 37.5% of Aboriginal and Torres Strait Islander students are in the top three skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 1.2%
7.3% uplift compared to baseline data in students achievement in the top two bands for NAPLAN Numeracy. (Lower bound system negotiated target)	2022 NAPLAN data indicates 7% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
4.6% uplift compared to baseline data in students achievement in top 3 bands for ATSI NAPLAN Numeracy. (Lower bound system negotiated target)	2022 NAPLAN data indicates 34% of Aboriginal and Torres Strait Islander students are in the top three skill bands for numeracy indicating the school did not achieve the system negotiated target.
Student in Year 3 and 5 achieve at/above expected growth with an uplift of 3.2% compared to baseline data in in NAPLAN Reading (Working Towards Lower bound system negotiated target).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Student in Year 3 and 5 achieve at/above expected growth with an uplift of 2.3% compared to baseline data in NAPLAN Numeracy. (Working Towards Lower bound system negotiated target)	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Purpose

(Caring & Learning) To provide a safe and caring school environment so that each student feels a sense of belonging by feeling cared for, known and valued. Students are empowered to self regulate, self manage and engage more effectively in their learning.

Initiatives

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

- Sense of Belonging - Self Regulation
- Attendance & Engagement

Resources allocated to this strategic direction

Aboriginal background: \$92,803.00

Socio-economic background: \$604,480.34

Integration funding support: \$0.00

Per capita: \$126,678.44

Low level adjustment for disability: \$234,402.40

Summary of progress

Throughout 2022, social and emotional learning continued to be a top priority for Thomas Acres Public School. K-2 staff were trained in PAX - Good Behaviour Game / program and 18 various staff from K-6, engaged in deep intensive training around the brain, behaviours and choice theory to better support students, staff, community and themselves. 6 staff completed the course: "Supporting Mental Health and Wellbeing", enabling greater support for students across the school and greater support for teaching staff managing these needs in classrooms. This has further informed our knowledge and understanding of the Care Continuum and how we can further support student learning needs through a tiered approach to intervention in line with the Inclusive, Engaging and Respectful Schools Policy, ready to be implemented at the commencement of 2023.

Further exploration of the inconsistencies in data around the universal approaches for supporting students along the Care Continuum will need to be undertaken throughout 2023 to ensure we are meeting the requirements of the Inclusive, Engaging and Respectful Schools Policy. Moving forward, roughly 50% of staff have identified Zones of Regulation, PAX and social skills as the three main areas they would like to receive professional learning in. This has the potential to develop a shared vision for the general capability of the personal and social domain. Staff received whole school professional learning in writing behaviour support and management plans. More work needs to be done in the development of a whole school model that supports proactive adjustments for students with disability or complex behaviours (policy, procedures, recording and responding), using data to identify the function of the behaviour and to plan how to replace challenging behaviour with more desirable behaviour. In 2023, there are plans to revamp our School Learning Support Officer (SLSO) support model to better utilise human resources to ensure students are better supported to develop their social and emotional skills and foster a more positive school environment.

Throughout 2022, the goal of the Social Emotional Learning team was to work on upgrading the outdoor space/school playground to provide students with an environment where they can engage in unstructured play which assists with the development of their emotional, social, and creative thinking skills. 66.7% of staff believe this was achieved and the Tell Them from Me survey data suggests parents find the school upgrades welcoming and inclusive. Moving forward, staff have identified that we need to establish expectations and safety for areas in the playground.

Thomas Acres Public School recognises the value and importance of integrating Aboriginal perspectives into the classroom. Throughout 2022, our Aboriginal Education Officer was timetabled to read an Indigenous picture book to every K-2 class every three weeks. Drawing attention to First Nations histories and cultures will help foster positive identity and sense of belonging amongst our Aboriginal students and promote understanding of Aboriginal experiences and perspectives amongst non-Aboriginal students. As a result, 100% of staff would like to see this continue in 2023, including in 3-6 and the Support Unit. Survey results suggest that staff are eager to embed Aboriginal perspectives, however we need to investigate why only 52% have identified that they do so on a regular basis (once per fortnight or more). This is supported by survey results that suggest only 36% of staff engage the Aboriginal Education Coordinator to inform their teaching and learning programs. 85.5% of staff have identified that they would like further support in this area, second only to professional learning at 65.4%.

Whilst 2022 has proved challenging to improve attendance data with ongoing complexities due to external factors, many

new initiatives have been launched at a school level to celebrate and boost overall student attendance. As a result, 96% of staff feel we have clear attendance incentives and are able to utilise data to identify students who are 'at risk'. However, survey results suggest that we need to improve our practices for engaging and communicating with parents and community to discuss absenteeism. We are further exploring ways for School Learning Support Officers (SLSOs) to run additional programs before school to promote a sense of belonging and student engagement, to see if this will lead to improved attendance. It has been observed that a high percentage of Pacific Islander students have unexplained and frequent absenteeism, therefore 2023 will see the introduction of a modified version of Haka Warriors to build a sense of community by connecting our Pacific Islander students with their culture. The introduction of the Great Attendance Race proved successful in boosting 82.61% of overall class attendance data averages across the school. By continuing to develop collective responsibility and accountability through a whole school approach using the tiered intervention framework, it is anticipated that there will be further improvements in our attendance data throughout 2023. We recognise there is a need to continue promoting collective responsibility and build the capacity of others to analyse and act upon attendance data.

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
Student well-being data improves with an uplift of 4.5% of students reporting expectations for success, advocacy and a sense of belonging. (TTFM)	77.6% of students indicate a positive sense of well-being (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress yet to be seen towards this school-based progress measure.
76.8% of our student cohort are attending school 90% or more of the time. Demonstrating an uplift of 4.7%.	<p>The number of students attending greater than 90% of the time or more has decreased by 34.2%.</p> <p>The Roll check report from our Home School Liaison Officer (adjusted statewide due to significant statewide disruption) indicates that as a school we have exceeded our attendance target with an uplift of 9%. Students attending 90% or more is higher than the state.</p>

Strategic Direction 3: Collaborating & Learning

Purpose

(Collaborating & Learning) Teachers contribute to a strong culture in which collaborative planning, reflection, peer coaching and professional learning is embedded into teaching practice in order to be responsive to student needs

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.

- High Quality Mentoring & Collaborative Practices
- High Impact - Differentiated Professional Learning

Resources allocated to this strategic direction

Socio-economic background: \$0.00

Literacy and numeracy: \$0.00

QTSS release: \$102,739.37

AP Curriculum & Instruction: \$90,342.60

Professional learning: \$35,801.77

Summary of progress

Collaboration and professional learning occurred on a fortnightly basis with Instructional Leaders and Assistant Principal coach/mentors for 100% of staff. This included collecting and analysing data to address and plan for student needs. The main focus for these sessions was around Understanding Texts, Quantifying Number/Additive Strategies and Working Mathematically through a lens of Formative Assessment.

In class shoulder to shoulder support occurred in all stages with support from the Assistant Principal Curriculum & Instruction (APCIs) and rotating flexible staffing release. This enabled individualised and differentiated teacher support/coaching including team teaching, observation of practice and co-planning. The APC&I allocation has resulted in increased executive and classroom teacher capacity to analyse and interpret data sources (internal and external) to inform teaching and learning, driven by student needs. High-quality support and guidance have enhanced teacher growth and development in literacy and numeracy. All staff K-6 have been provided with professional learning, mentoring and coaching to deliver literacy and numeracy lessons that are evidence-informed. SLSOs have been up-skilled in their delivery of Counting for Life and reading intervention that supports the Science of Reading. After a significant year of disruption, moving forward into 2023 with more consistent staffing and additional funding of staff we would aim to further increase opportunities in instructional support to ensure more consistent impact for all teaching and support staff in teaching, learning and student well-being.

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
Continuous improvement of Professional Learning where student and teacher need is identified through analysis of internal and external data. Ongoing improvement in collaborative processes and practices that have direct impact on teacher quality and student growth and attainment	Tell Them from Me Teacher Surveys indicate that teachers rank collaboration at 7.4% (just below state norms) and within that subset they rank talking to other teachers about assessment and discussing student learning needs at 8%. Teachers rank data use as 7.5% (just below state norms) with teachers stating assessment helps them understand their students' needs at 7.8%
Increasing percentage of students achieving at or above reading and number outcomes against the A-E reporting scale.	A comparison between Semester 1 & Semester 2 Sentral data showed that there was an overall increase of 3.43% of students achieving at or above reading outcomes against the A-E reporting scale (increase from 67.13% to 70.56%).

Increasing percentage of students achieving at or above reading and number outcomes against the A-E reporting scale.	A comparison between Semester 1 & Semester 2 Sentral data showed that there was an overall decrease of 2.36% of students achieving at or above number outcomes against the A-E reporting scale (decrease from 72.84% to 70.48%).
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$134,582.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Thomas Acres 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"> • Reading - Explicit & Quality Teaching Practices • Numeracy - Explicit & Quality Teaching Practices • Sense of Belonging - Self Regulation <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 • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals in areas of literacy and numeracy while receiving increased well-being and or behaviour support to better access their learning.</p> <p>Personalised Learning Plans and wellbeing / self regulation plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>Students with significant challenges in behaviour and learning have been supported to engage in school and access their learning more effectively.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to access and increase the number of high quality School Learning Support Officers to ensure identified students are being well catered for to ensure success at school in learning and well-being/self regulation to better support learning.</p>
<p>Socio-economic background</p> <p>\$604,480.34</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Thomas Acres 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"> • Sense of Belonging - Self Regulation • Attendance & Engagement • High Quality Mentoring & Collaborative Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through a focus on attendance and social emotional learning to support student learning. • resourcing to increase equitability of resources and services • employment of additional staff to support students with identified needs. <p>The allocation of this funding has resulted in the following impact: Through professional development and targeted actions we have developed a whole school approach to improve student attendance with 96% of staff identifying we are making good to significant progress in this regard. The Roll check report from our Home School Liaison Officer indicates that as a school we have exceeded our attendance target with an uplift of 9%. Students attending 90% or more is higher than the state.</p> <p>Resources in the playground and indoor / outdoor environment have been</p>

<p>Socio-economic background</p> <p>\$604,480.34</p>	<p>added to increase engagement and sense of belonging. Sense of Belonging remains slightly lower than state at 6.6 but comparable to recent years. 85% of students feel mostly to consistently positive about school.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the school will continue to utilise this funding to further enhance school climate, school resources. Additional and current staff will be utilised to promote both attendance, engagement and opportunities to enhance sense of belonging through additional activities at morning, lunch and recess breaks. Additional support and check in activities will be used to support students increasing anxiety and well-being concerns after years of disruption and challenge.</p>
<p>Aboriginal background</p> <p>\$92,803.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Thomas Acres 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"> • Sense of Belonging - Self Regulation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of an Aboriginal Education Officer to maintain and build strong links with the community and parents. This included development and support of PLPs. Organisation of visits/performances for our Aboriginal students as well as learning and well-being support in classrooms and beyond the classroom. • staffing release to support development and implementation of Personalised Learning Plans. <p>The allocation of this funding has resulted in the following impact: 100% of Aboriginal students have a Personalised Learning Pathway. These were written in conjunction with the class teacher, student and parent. Tell Them From Me data indicated 81% of Aboriginal students feel like their culture is valued at school and that 66% of teachers understand Aboriginal culture. This is a slight decline and may have been affected by disruptions to staffing and learning through increased complexities throughout 2022. Average growth for Aboriginal students could not be measured in 2022 due to this cohort not sitting NAPLAN through Covid in 2020. In 2021 Aboriginal students were above state growth in Reading, Spelling and Numeracy.</p> <p>After evaluation, the next steps to support our students will be: To provide professional learning to teachers regarding Aboriginal perspectives in their classrooms as well as a sharp focus on providing differentiation and quality instruction for all Aboriginal students.</p> <p>Actions in 2023 will include the relaunch of Koori Groups and other cultural/learning opportunities to further enhance Aboriginal student engagement and sense of belonging.</p>
<p>English language proficiency</p> <p>\$42,011.49</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Thomas Acres 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"> • Reading - Explicit & Quality Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in classrooms.

<p>English language proficiency</p> <p>\$42,011.49</p>	<p>Additional staffing to implement co-teaching programs to provide support for all students from EAL/D backgrounds.</p> <p>Those students requiring EAL/D support are taught individually, in small groups or as a class according to their level of need. Priority is given to New Arrivals in both withdrawal and within classroom support.</p> <p>Support had to be tailored differently in 2022 to support cohorting and significant staffing disruption meaning a reduced amount of learning stages and students were supported. Other stages and students were supported through SLSO support.</p> <p>The allocation of this funding has resulted in the following impact:</p> <p>Identified students were supported in small group and one to one EALD intervention in literacy and numeracy. Due to significant disruption to the EALD specialist (re COVID and staffing) SLSOs were also used as an additional supplementation to support students with Tier 3 interventions. This included Reading for Life and Counting for Life.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>In 2023 the EAL/D specialist and NAP funded staff will be utilised to provide K- 6 targeted support both with small groups and in class support with an increase in training for SLSO staff to further widen Literacy / EALD support.</p>
<p>Low level adjustment for disability</p> <p>\$234,402.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Thomas Acres 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"> • Sense of Belonging - Self Regulation <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 • employment of additional staff to support well-being support program implementation. • 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:</p> <p>SLSOs were trained in Tier 3 interventions and supported student learning needs through in class support and programs including Reading for Life and Counting for Life as identified and referred by the LST.</p> <p>Staff were upskilled in utilising behavioural measurement tools and applying this to classroom and whole school behaviour management in line with the Care Continuum.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Review of current SLSO structure/timetabling in preparation for 2023 to support well-being, Zones of Regulation and tiered learning interventions. 60% of beginning teachers have undertaken Understanding Behaviour and Classroom Management Fundamentals professional learning during beginning teacher time.</p>
<p>Professional learning</p> <p>\$35,801.77</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 Thomas Acres 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"> • High Impact - Differentiated Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teaching staff released fortnightly to engage in professional learning and

<p>Professional learning</p> <p>\$35,801.77</p>	<p>collaborative planning with APs and APC&Is to deliver quality, differentiated teaching in literacy and numeracy</p> <ul style="list-style-type: none"> • Coaching to improve teaching through lesson observations and team teaching opportunities that embed FA in literacy and numeracy • Whole school professional learning in Big Ideas, phonological/phonemic awareness (linked to reading) and Curriculum Reform • Elective professional learning offered for K-6 in Science of Reading K-2, action research in Number Talks for APs with APC&I and play-based learning <p>The allocation of this funding has resulted in the following impact: Throughout 2022, professional learning and collaborative planning occurred on a fortnightly basis with APs and APC&Is for 100% of staff. This included collecting and analysing data to address and plan for student needs aligned to identified school focus areas: Understanding Texts, Quantifying Number/Additive Strategies and Working Mathematically through a lens of Formative Assessment. In class shoulder-to-shoulder support occurred in all stages with support from the APCIs and a rotating flexible staffing release. This enabled individualised and differentiated teacher support/coaching including team teaching, observation of practice and co-planning. 100% of staff began training in Curriculum Reform, Number Talks and Big Ideas, whilst approximately 50% of staff across K-6 engaged in professional learning around the Science of Reading.</p> <p>After evaluation, the next steps to support our students will be: Throughout 2023, teaching staff will continue to be released fortnightly, with funding utilised to increase instructional support (through off-class APs) to ensure more consistent impact for all teaching and support staff in teaching and learning. Adopting the High Impact Professional Learning model will further support shoulder-to-shoulder mentoring through demonstration, team teaching and/or opportunities for observation of practice and feedback. All K-2 staff will be trained in the delivery of InitialLit to support student achievement in reading. All staff will continue to undertake professional learning in the Curriculum Reform modules to prepare for the new English and Mathematics syllabuses. 3-6 staff will investigate Science of Reading through professional learning and collaborative planning opportunities. Relevant SLSOs utilised to support student learning will undertake training in both the Reading and Counting for Life programs to deliver effective Tier 3 interventions. All staff K-6 will continue to investigate Number Talks and Big Ideas in Mathematics to enable growth and attainment in numeracy.</p>
<p>Literacy and numeracy</p> <p>\$120,599.83</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Thomas Acres Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading - Explicit & Quality Teaching Practices • Numeracy - Explicit & Quality Teaching Practices • High Quality Mentoring & Collaborative Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff training and support in literacy and numeracy • Literacy and numeracy programs and resources, to support teaching, learning and assessment • Targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: In literacy, professional dialogue on evidence-based comprehension teaching strategies (Science of Reading and Scarborough's Reading Rope) occurred during collaborative planning sessions where staff aimed to adapt teaching and learning programs to embed quality practices into everyday teaching. Differentiated support in the form of coaching and mentoring, was provided for staff at their point of need using additional release (shoulder-to-shoulder planning, team teaching, lesson observations both internally and externally). The InitialLit program was purchased to support growth in the</p>

<p>Literacy and numeracy</p> <p>\$120,599.83</p>	<p>area of synthetic phonics, decoding and spelling for K-2. Some teachers across K-2 received training to begin implementation in 2023.</p> <p>In numeracy, teaching and learning activities were refined to better match syllabus outcomes and observable behaviours in the key areas of Quantifying Number and Additive Strategies. This supported improvement in quality teaching practice through differentiated learning. Staff were provided with professional learning in Big Ideas and encouraged to begin trialling and exploring its implementation alongside Number Talks. Mathematics resources were purchased to increase equitable access to materials used to support differentiated instruction across K-6.</p> <p>After evaluation, the next steps to support our students will be: During 2023, K-2 staff will require coaching and mentoring to deliver InitialLit, with remaining staff completing training. Years 3-6 will continue to work collaboratively to embed evidence-based strategies on reading comprehension into teaching and learning programs. All staff will continue to undertake professional learning in the Curriculum Reform modules to enable effective implementation. Number Talks and Big Ideas will continue to be a focus (as per new curriculum), with APC&Is providing mentoring and coaching in utilising newly purchased resources to support growth and attainment in numeracy. The use of student assessment data to target student need will also remain an area of focus, with improved consideration for HPGE and First Nation students.</p>
<p>QTSS release</p> <p>\$102,739.37</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Thomas Acres 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"> • High Quality Mentoring & Collaborative Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Support, mentoring and coaching was providing by allowing staff as individuals and or small groups to work alongside the APCI to improve teaching and learning in Understanding texts, Number and 'Big Ideas' in Maths. Tailored and differentiated support was evident. Greater impact would have occurred without the disruption of staffing and COVID complexities which caused support to be less consistent throughout 2022.</p> <p>After evaluation, the next steps to support our students will be: In 2023 QTSS will be utilised to provide more Assistant Principals, Expert Teachers and the Assistant Principal time to work alongside more staff both as individuals and as groups.</p>
<p>COVID ILSP</p> <p>\$382,909.00</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 to deliver small group tuition

<p>COVID ILSP</p> <p>\$382,909.00</p>	<ul style="list-style-type: none"> • releasing staff to analyse student data to identify students for small group tuition as well as monitoring progress of these groups in consultation with the teachers employed to conduct these groups • providing targeted, explicit instruction for student groups in literacy - understanding texts • providing targeted, explicit instruction for student groups in numeracy - quantifying numbers and additive strategies <p>The allocation of this funding has resulted in the following impact: Employment of additional staff to implement small group literacy and numeracy intervention. The areas of focus were - understanding texts, quantifying numbers and additive strategies. This initiative had a positive impact on students with all students displaying improved skills in the targeted areas as well as an increased confidence in their well being to achieve success.</p> <p>Unfortunately, due to a high percentage of teacher illness and a shortage of relief for these teachers, at times, the program needed to be collapsed so COVID support teachers could assist in covering classes. This contributed to inconsistent data and perceived growth patterns.</p> <p>After evaluation, the next steps to support our students will be: The school has been allocated \$287 182 funds for 2023. These funds will be used to employ additional Learning and Support Teachers (5 in total) to improve students literacy and numeracy outcomes through targeted small group tuition.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,685.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading - Explicit & Quality Teaching Practices • Numeracy - Explicit & Quality Teaching Practices • High Quality Mentoring & Collaborative Practices <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Scheduled data collection and analysis to inform teaching and learning • Shoulder-to-shoulder planning, observations of practice, team teaching and modelling opportunities • School visits and networking to share and observe best practice in reading, numeracy and play-based learning • Professional learning delivered in evidence-based practices e.g. Science of Reading, Number Talks and Big Ideas • All staff beginning to undertake learning modules for Curriculum Reform • Parent information sessions in Literacy and Numeracy for Kindergarten 2023 parents <p>The allocation of this funding has resulted in the following impact: The APC&I allocation has resulted in increased executive and classroom teacher capacity to analyse and interpret data sources (internal and external) to inform teaching and learning, driven by student needs. High-quality support and guidance have enhanced teacher growth and development in literacy and numeracy. All staff K-6 have been provided with professional learning, mentoring and coaching to deliver literacy and numeracy lessons that are evidence-informed. SLSOs have been upskilled in their delivery of Counting for Life and reading intervention that supports the Science of Reading.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the APC&I role will continue to provide opportunities to build knowledge, understanding and practice in the delivery of best-practice, evidence-based pedagogies in literacy and numeracy. Remaining K-2 staff will be trained in the delivery of InitialLit to support student achievement in reading. InitialLit resources will be prepared to resource K-2 classrooms.</p>

<p>AP Curriculum & Instruction</p> <p>\$180,685.20</p>	<p>Mathematics resources will be purchased for K-6 to ensure equitable access for all students and staff alongside continued professional learning in Number Talks and Big Ideas. All staff will continue to undertake professional learning in the Curriculum Reform modules to prepare for the new English and Mathematics syllabuses. 3-6 staff will investigate Science of Reading through professional learning and collaborative planning opportunities. Reading for Life will be adopted as an additional Tier 3 intervention for students requiring support in reading. A new SLSO model will be considered to support students' academic needs in reading and number, with relevant SLSOs trained to deliver Reading and Counting for Life. There will continue to be a schoolwide focus on strengthening instructional capabilities across the curriculum.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	259	272	245	248
Girls	253	258	240	236

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.5	91.4	89.6	83.6
1	90.5	90.8	87.7	81.2
2	91.4	92.9	89.5	83.9
3	92.3	92.9	91.3	88.1
4	92.4	92.7	90.6	85.6
5	93.6	91.6	90.3	84.5
6	91.1	92.5	90.4	86.0
All Years	91.8	92.1	89.9	84.8
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
Deputy Principal(s)	1
Assistant Principal(s)	6.2
Classroom Teacher(s)	19.73
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Administration and Support Staff	8.78

*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	657,019
Revenue	6,747,672
Appropriation	6,641,854
Sale of Goods and Services	22,363
Grants and contributions	80,096
Investment income	3,158
Other revenue	200
Expenses	-6,412,605
Employee related	-5,621,336
Operating expenses	-791,269
Surplus / deficit for the year	335,067
Closing Balance	992,086

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	134,582
Equity Total	973,697
Equity - Aboriginal	92,803
Equity - Socio-economic	604,480
Equity - Language	42,011
Equity - Disability	234,402
Base Total	4,356,252
Base - Per Capita	126,678
Base - Location	0
Base - Other	4,229,574
Other Total	464,342
Grand Total	5,928,874

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Parents

Tell Them From Me 2022

Parents again in 2022 ranked the school above state average in all domains. The school has now been ranked above state average in all domains for 6 out of 7 years. The 7 separate domains were; Feeling Welcome, Inclusivity, Safety at School, School Supporting Positive Behaviour, School Supports Learning, Parents Supporting Learning at Home and Parents Being Informed.

In the survey 89% of Parents believe their child has a good sense of belonging and enjoys school. 78% of parents would recommend the school to others.

In **2022** Parents feeling welcome at school was strong with an average rating of 8.1 above 2021 at 7.8 and above state norms at 7.4. This includes speaking with teachers, with the principal, interactions with office staff and staying informed. Parents were especially positive about feeling welcome and in interactions with staff. Parents wanted us to consider scheduling activities to assist with attendance and community involvement. Education Week, the Colour run and Carols at the school in 2022 were extremely well attended, indicating a willingness to re-engage with the school after 3 years of Covid.

In **2022** Parents feeling informed was positive with an average of 7.7 up from 7.2 in 2021 (above state 6.6).

In **2022** Parents feeling, they can support learning at home was an average score of 7.2 above state at (6.2).

In **2022** Parents believe support for learning at school was good with an average of 7.5 above state norms at 7.3. This included teachers having high expectations, showing an interest in their child's learning, needs and interests and teachers showing encouragement (all above state).

In **2022** Parents feel support for positive behaviour at school was also strong with an average 7.9 compared to state at 7.7. This included teachers' maintenance of the class, rules, expectations and provision of extra curricula activities.

In **2022** Parents feel support for safety at school was good with an average of 7.7 compared to state norms of 7.2. This included school helping to prevent bullying and dealing with issues quickly. Children feel safe at school with a score of 8.0.

In 2023 Thomas Acres Public School aims to further build on our positive relationships and maintain or build on parent satisfaction post COVID restrictions and the impact of school disruptions. This will include meet greet and eat, student led interviews and school events with goals of increased parent participation. We aim to continue and build on our proactive stance where parents are regularly informed and supported by the school.

Teachers

Tell Them From Me 2022

In **2022** only 18 teachers (32%) completed the survey. As such data may not be as accurate as previous. Moving forward into 2023 we will build in time during meetings for staff to complete surveys.

in **2022** teachers rank at 8.0 above the state average of 7.8 most aspects of collaboration with colleagues on engagement, student goals, lesson planning and behaviour support.

In **2022** teachers felt that Thomas Acres Public Schools' learning culture is good receiving a score of 8.0 on par with state. Teachers feel they set high expectations, provide feedback on learning, deal well with behavioural problems, monitor progress and make learning relevant.

Teachers feel that the use of data to inform practice is good receiving a score of 7.5 in **2022** compared to 7.9 in **2021** where teachers use assessment to understand students' needs, to inform lesson planning or to discuss improvements with students.

Teachers feel that they use effective teaching strategies, receiving a score of 7.8 on par with state norms where teachers set challenging goals teachers rank the school as being inclusive on par with state norms and their work with parents almost on par with the state with the only area of difference being asking parents to comment on student learning.

Teachers believe technology in **2022** is on par with state. This is an improvement over other years as the school has in recent years invested heavily in resources and increased support. This is an improvement compared to **2020** score of

Leadership norms dipped to a score of 6.6 in **2022** with 3 teaching staff giving low scores indicating a very small number who were dissatisfied. However, the majority of teaching staff gave scores reflective of pre-disruption results which were averaging 7.2, at or slightly above state norms. Further investigation into aspects of leadership is needed in 2023 to clarify needs and expectations from staff with improvement needed in teacher feedback on teaching and learning from school leaders. Teachers feel supported by leaders in the creation of a safe orderly environment at 7.8. Teachers feel they work well with school leaders to create a safe and orderly environment. Again, teachers are wanting other teachers to provide helpful feedback about their teaching. Throughout **2023** we aim to expand on opportunities post school disruption, restrictions to have more teachers observing quality practice from each other.

In 2023 Thomas Acres Public School will aim to further support quality teaching, collaboration and teacher well-being. Clarification is needed in providing teachers useful feedback on their teaching. Additional technology was purchased, we have increased computer co-ordinator support for technology to further enhance use of technology in learning.

Students

Tell Them From Me 2022

81% of Aboriginal students feel good about their culture and 66% feel that teachers understand their culture which is a dip over recent years. This may be due to disruption over cultural programs through **2022** with significant impact on programs. This would be an area to build on in **2023** now that restrictions on other interactions are no longer in place.

35% of students see themselves as victims of bullying which is just below the state norm of 36%, while 74% say they know where to seek help if bullied. In recent years we have dipped below state in incidents of bullying. **2022's** results would suggest a slight increase. As a school we will need to question this in line with well-being needs and sense of belonging in **2023**.

Students are positive about their experiences regarding racism by teachers and peers, however approximately 20% say they sometimes experience problems from peers. Some further investigation into this may be required to address this group and could involve some focus through Character Education in **2023**.

Students feel they have someone at school who consistently provides encouragement and someone they can turn to remain positive at 7.6 on par with state and like wise report positive teacher/student relationships at 8.1 close to state results.

79% of students report having positive behaviours just below state. In **2023** the school aims to address student support and opportunities at breaks to support student choice, behaviour and well-being.

73% of students feel they have positive relationships. This is a decline of 8% from 2021 where 81% students reported positive relationships.

Students are positive about explicit teaching practices with 7.8 (above state norms) stating that teachers set clear goals, expectations, check for understanding and provide feedback. Students rank the school close to state norm for effective learning time, however the relevance of learning to everyday life is only 6.9 which is lower than state at 7.9.

In 2022 through the online survey students with a positive sense of belonging improved from 2021 to 60%. Being back at school in 2022 may explain some improvement, however is still an area for development. Lower scores may be due to COVID restrictions, school disruptions and cohorting. **Talk here about page 18 of student report but also contradictory info in school survey?**

In 2023 Thomas Acres Public School will aim to build on self regulation and positive behaviours. As a school we will investigate and build on ways to increase advocacy, positive learning environment and sense of belonging for students especially after the disruptions faced by our school (schools) throughout 2022.

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.