



2023 Annual Report

Teralba Public School



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Introduction

The Annual Report for 2023 is provided to the community of Teralba Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

At Teralba Public School our vision is to teach and inspire our students to become creative, resilient and resourceful, succeeding today whilst being prepared for tomorrow.

School context

Teralba Public School is a small school on the north western shores of Lake Macquarie on the land of the Awabakal people. The current school enrolment is 125, an increase from 67 in 2018. This enrolment has increased significantly over the past few years due to growth in the local suburb. It is anticipated that this trend will continue. Teralba Public School currently has an Aboriginal population of 22%. 5% of students come from NESB households. The current FOEI is 107 this is trending down due to the change in demographics. The school has an ICSEA score of 944. These figures identify us as a low socio-economic regional school.

Teralba Public School engages in a variety of extra-curricular activities including sport, public speaking, debating, Star Struck, ukulele group, Premiers sporting challenge, Premiers reading challenge.

In 2020, Teralba Public School undertook External Validation. This involved a deep analysis of our strengths and areas to improve against the School Excellence Framework (SEF). Throughout this process, staff identified the need for a continued focus on quality teaching, learning and leadership, student wellbeing and community engagement. It was identified that the student wellbeing focus has assisted staff to achieve strong educational outcomes for all students.

Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What Works Best: 2020 update. As the research suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom. Focus needs include mathematics, reading, comprehension and attendance.

When conducting the analysis of the school wellbeing metrics it was evident that student sense of belonging is an area of ongoing focus. The literature (Student Wellbeing) identified core elements of focus that aligned to our needs. And while PBL is embedded across all the school, our reflection of progress is consistent with the literature that suggests that behaviour is only part of wellbeing and there is more work to be done that warrants inclusion of wellbeing in the new school plan. Therefore, we will have a whole school focus on activities that have been proven to work in other settings and are likely to work in ours. These activities drawn from the evidence base can be grouped broadly into 'promoting various school connections' and 'strengthening student wellbeing systems'.

Looking at the higher than usual staff turnover and employment due to school growth we ensure teachers are supported by a continuous and reflective system of professional learning that develops personal and professional skills. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes across the curriculum and to build strong foundations for academic success, all staff will monitor and use data to identify the needs of individual students and their learning goals. We will develop student capacity to become self-directed learners who are empowered to drive their own learning in line with their goals.

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
- Numeracy

Resources allocated to this strategic direction

Socio-economic background
AP Curriculum & Instruction
Low level adjustment for disability
Professional learning
Integration funding support
QTSS release

Summary of progress

The focus for 2023 was on improving whole school use of data practices to enhance personalised learning for all students. This involved whole school High Impact Professional Learning to build staff knowledge, analysis and evaluation of data sources to inform improvements of student achievement. A planned approach was undertaken using the school professional learning schedule, providing teachers with time to contribute to the structure of collection methods, sharing of data and establishing sustainable protocols to increase reliability of data.

As a result, staff integrated data practices into the teaching and learning cycle to inform curriculum programming, and developed systems and processes to establish consistent practices across the whole school.

Next year the focus will be on improving the consistent, collaborative and systematic use of data as a valued tool to inform teaching and learning programs, monitor individual student growth and achievement and guide staff professional learning needs. This will include ongoing High Impact Professional Learning around embedded assessment, with a key focus on reading and comprehension.

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
Identify students in tiers 1 and 2 in years K-2 using phonological awareness data.	Teralba Public School staff collaboratively worked together, led by the APC&I to assess and identify students in grades K-2 in tiers 1 and 2. All students were assessed regularly with all students K-2 working in tiers 1 and 2 identified.
Improvement as measured by the School Excellence Framework: Curriculum - Excelling Assessment - Excelling	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Curriculum.• Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Assessment.
85% of Years 1-6 students achieve expected growth targets in whole number (Common core assessment)	<ul style="list-style-type: none">• More than 85% of students demonstrated growth targets in whole number on our internal 1- 6 Essential Assessment by 3% from baseline data collected in 2022.

each quartile in 2023.	
An increase in % correct responses, Years 4 and 6 between Semester 1 and Semester 2 Check-in assessment, numeracy.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
85% of students K-2, show a minimum improvement of 1 learning progression growth on the DoE Numeracy progressions per annum.	Most students have demonstrated growth in numeracy, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
90% of K students will achieve the phonological awareness target PhA5 (high achievement band) on literacy progression.	Most students have demonstrated phonological awareness target PhA5, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Growth, Using school-generated work samples, 95% of all students demonstrate improvement overall scores based on the school rubric.	School generated writing assessments indicate the percentage of students regularly utilising feedback in literacy to set explicit learning goals and improve learning outcomes has increased slightly from 2022. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Students achieve parity with State reading scores using Check-in Reading assessment.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has decreased. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Connection of Learning

Purpose

In order to maximise student learning opportunities Teralba Public School will develop and nurture strong partnerships across a variety of areas including partner schools, community groups and parent groups. We aim to provide students with a wide range of supports, connections and experiences that will help them to become self-directed learners who are aware of their own progress and feel confident in their own abilities..

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.

- Student Wellbeing
- School Connections

Resources allocated to this strategic direction

Aboriginal background
Socio-economic background
Integration funding support
Professional learning
Per capita

Summary of progress

The focus for 2023 was on developing whole school initiatives that support student wellbeing and offer opportunities for evaluation and improvement. Staff conducted a rigorous evaluation of all wellbeing systems within the school to comply with the DoE wellbeing framework and student behaviour policy. This evolved throughout the year with ongoing data collection. As a result, staff improved their knowledge and understanding of anxiety and strategies to support students displaying anxiety. In 2024, teachers will continue to develop their understanding of working with students with additional needs within their class and across the school.

The focus on Aboriginal Education, building connections with the community, and empowering student voice was increased. The Aboriginal Education Team led staff with a planned approach to support Aboriginal Education, including a new approach to the PLP process, additional community events to build relationships and improved contact with the Local Aboriginal Education Consultative Group. Next year, the staff Aboriginal Education team will be expanded, with a focus on integrating Aboriginal themes, language and perspectives into more lessons. This will be enhanced by improved involvement with the local AECG, Mankillikan, increased community networks and ongoing improvement of school grounds to support culture and belonging in consultation with the community.

Attendance initiatives were modified to increase visibility at a school and community level. Using platforms such as the newsletter, social media and assemblies, the positive message around school attendance was increased. The Learning and Support Team improved processes to monitor student attendance and provide necessary support to families. Next year, a sustained focus to increase the number of students attending school >90% will be developed through The Learning and Support Team.

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
Ongoing PLSP achievement of goals in regards to wellbeing, attendance and behaviour.	PLSP goals were established with all staff working closely with LAS team to support students in achieving these goals.
Improvement as measured by School Excellence Framework. Learning	<ul style="list-style-type: none">• Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of learning culture.• Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of

Learning Culture - Excelling	wellbeing.
Wellbeing - Excelling	
Achieve a minimum of 77% of all students attending school 90% of the time.	The number of students attending school 90% of the time has increased from 2022

Strategic Direction 3: Quality Teaching Systems

Purpose

We will further develop and refine data driven teaching practices that are responsive to the learning needs of all students and ensure that quality teaching practices are developed and consistent across the school, inline with current research and 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.

- Data driven practices
- Enhanced professional collaboration

Resources allocated to this strategic direction

AP Curriculum & Instruction

Professional learning

Low level adjustment for disability

Per capita

QTSS release

Beginning teacher support

Socio-economic background

Summary of progress

Throughout 2023, the school embarked on a structured and professional learning journey aimed at enhancing expertise in curriculum and pedagogy. This initiative was supported by the appointment of an Assistant Principal, Curriculum and Instruction. Leveraging High Impact Professional Learning, internal staff proficiency, teachers actively participated in organised professional development sessions, collaborative learning opportunities (such as learning walks and joint planning sessions), and thorough analysis of teaching and learning initiatives.

Tailoring professional development was imperative, considering the varying stages of expertise and knowledge among teachers. Furthermore, teachers had diverse experiences with the newly introduced English and mathematics curriculum, necessitating customized learning approaches. Emphasis was placed on maintaining a focused and in-depth learning trajectory. Specifically, teachers delved into the intricacies of the Working Mathematically aspect of mathematics, employing an inquiry-based approach to student reasoning. In English, teachers developed their knowledge of content and pedagogy across vocabulary and writing. As a result, teachers improved their pedagogical content knowledge in these narrow fields. They collected reliable, quality student data and implemented changes based on reflection of practice.

Next year, comprehension and vocabulary content as well as pedagogical knowledge will form the focus for teacher professional learning as K-2 staff continue to embed assessment within teaching and or 3-6 teachers begin the implementation of the new curriculum. This will support further improvement in student achievement.

In 2024, this strategic direction will be amalgamated with strategic direction 1, this will not affect the intent of this plan.

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
Embedded practice of learning Intentions are maintained in all classrooms with students engaging in self-assessment and peer-assessment	All teaching and learning programs indicate learning Intentions are maintained in all classrooms with students engaging in self-assessment and peer-assessment using success criteria for their literacy and numeracy goals.

<p>using success criteria for their literacy and numeracy goals.</p>	
<p>Embedded practice of collaboration within and outside of the school and class environment to share expertise and ideas.</p>	<p>Internal measures indicate a decreased percentage of staff actively collaborating with other internal staff to reflect and improve on teaching practice. Internal measures indicate an increased percentage of staff actively collaborating with Executive staff to to reflect and improve on teaching practice.</p>
<p>Improvement as measured by School Excellence Framework.</p> <p>Reporting - Sustaining and Growing</p> <p>Effective Classroom Practice- Excelling</p> <p>Data Use and Skills - Excelling</p> <p>Professional Standards - Sustaining and Growing</p> <p>Learning and Development - Excelling</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of reporting. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice. • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data use and skills • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of professional standards. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development.

Funding sources	Impact achieved this year
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Teralba 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"> • Literacy • Student Wellbeing • 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 staff to provide additional support for students who have high-level learning needs • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Students have been effectively supported to access curriculum, social needs and wellbeing alongside their peers.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students to access their curriculum and progress their learning.</p>
<p>Socio-economic background</p> <p>\$66,985.73</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Teralba 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"> • Literacy • Student Wellbeing • School Connections • Enhanced professional collaboration • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff in PAX GBG to support student learning • PBL rewards across the school • Support for families to access all extra curricular school activities • Employment of additional staff to reduce class size <p>The allocation of this funding has resulted in the following impact: Additional staff were employed to support students who require additional and specific support. This directly positively impacted student learning times in class and playground safety. Teralba Public School employed a School Support Officer (SSO) in line the the National Wellbeing Program, with the impact of parent mentoring programs, improved wellbeing access and student social groups. PBL rewards days to focus on student behaviours and celebrating student achievement. Funds used to support families in accessing additional 'at-cost' programs such as Life Education, Music-Aviva</p> <p>After evaluation, the next steps to support our students will be: Continued focus on supporting students and families that can not access additional activities due to financial constraints. Continued employment of SSO to support students and families with wellbeing and welfare needs.</p>

<p>Aboriginal background</p> <p>\$22,981.26</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Teralba 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"> • Student Wellbeing • School Connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: Increased engagement of Aboriginal community during PLP process with all families consulted and communicated with. Increased number of students accessing Aboriginal cultural mentoring. Improved Aboriginal perspective across all KLA lessons throughout the school, as monitored by executive.</p> <p>After evaluation, the next steps to support our students will be: Continued focus on increasing the opportunities for engagement with families of Aboriginal and Torres Strait families. Improved PLP structure and process in order for students to know and work towards PLP goals. Increased focus on Aboriginal perspectives in all KLA lessons.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Teralba 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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: LAS staff worked with classroom teachers to develop PLSP's for students from EALD backgrounds. All EALD students achieved desired outcomes, as set by teachers.</p> <p>After evaluation, the next steps to support our students will be: In 2024, staff will monitor progress of EALD students whilst offering HPGE programs where needed.</p>
<p>Low level adjustment for disability</p> <p>\$60,603.13</p>	<p>Low level adjustment for disability equity loading provides support for students at Teralba 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"> • Literacy • Enhanced professional collaboration • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$60,603.13</p>	<ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention through the Bill Rogers PL to increase learning outcomes • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Additional LAS support and time has increased the number of students accessing supports within and outside of the classroom. This has been through high impact plans, resourcing and playground opportunities. SLSO's offer additional support to students with high needs, additional medical needs and additional learning needs in all classrooms across the school. Additional resources were purchased to support students with additional needs.</p> <p>After evaluation, the next steps to support our students will be: In 2024 staff met with all parents who required a PLSP to discuss additional needs of students. Greater alignment of these meetings, goals, LAS staff is needed.</p>
<p>Professional learning</p> <p>\$11,957.19</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 Teralba 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 • Student Wellbeing • Data driven practices • Enhanced professional collaboration • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example first aid workshop <p>The allocation of this funding has resulted in the following impact: All staff were trained in PAX GDG. Executive Staff attended professional development conferences with a focus on high impact pedagogy. Staff attended Bill Rogers Classroom Management. Impact has been whole school focus on consistent teacher expectations and language in all classrooms and in the playground.</p> <p>After evaluation, the next steps to support our students will be: Clearer plan for staff participation in professional learning in line with SIP so all staff can be impacted is needed. The use of internal staff will continue to allow the building of capacity across the school.</p>
<p>Beginning teacher support</p> <p>\$2,298.50</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Teralba Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhanced professional collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Beginning teacher support</p> <p>\$2,298.50</p>	<ul style="list-style-type: none"> • reduced responsibilities or teaching loads sufficient to support the development of their skills <p>The allocation of this funding has resulted in the following impact: Additional RFF and mentoring time has allowed for improved planning and implementation of teaching and programs. Teaching staff used this time to analyse data and write additional plans for students.</p> <p>After evaluation, the next steps to support our students will be: Funding will not be available in beginning teacher funds in 2024 but continued collaboration and mentoring will be used to support post beginning teachers.</p>
<p>QTSS release</p> <p>\$24,147.07</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Teralba 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 • Enhanced professional collaboration • Numeracy <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 • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Additional RFF of Executive staff including 1 day for APCI and 1 day for AP has increased the opportunities for staff to work collaboratively using lesson studies and collaborative planning. This improved the implementation of the new syllabus across all grades K-2 and increased professional development opportunities of staff 3-6.</p> <p>After evaluation, the next steps to support our students will be: Staff indicated that the increased opportunities for collaboration and interaction with executive staff had a positive effect on their teaching methods in 2023. This positive outcome will be further capitalised upon in 2024, as mentoring opportunities are expanded.</p>
<p>COVID ILSP</p> <p>\$37,759.87</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <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 <p>The allocation of this funding has resulted in the following impact: 65% of all students worked with the COVID ILSP tutor throughout the year. This increased small group tuition across the school had a positive impact on student learning outcomes, particularly in writing.</p> <p>After evaluation, the next steps to support our students will be: Small group tuition has had a positive impact on student learning outcomes. With the significant decrease in funding, a more intense yet shorter period of tuition will be accomplished. This will be targeted at transition students who have been assessed in tier 1 or 2.</p>

<p>Per capita \$30,970.94</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Teralba 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"> • School Connections • Enhanced professional collaboration <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Supporting staff with additional RFF time through the employment of additional staff. <p>The allocation of this funding has resulted in the following impact: Additional staff allowed for smaller class sizes with larger than average class sizes K-2.</p> <p>After evaluation, the next steps to support our students will be: Additional staff employment will allow students to access the library and other important literacy tools</p>
<p>AP Curriculum & Instruction \$62,035.20</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"> • Literacy • Data driven practices • Numeracy <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers <p>The allocation of this funding has resulted in the following impact: APCI worked collaboratively with the executive staff to plan and lead professional development across the year. The APCI also mentored beginning teachers and other staff in the implementation of the new syllabus.</p> <p>After evaluation, the next steps to support our students will be: Continued role as mentor across the school. Continued work with executive staff to plan and run (when needed) professional development.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	53	65	60	55
Girls	46	55	59	62

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.2	94.3	89.8	86.8
1	89.9	91.7	88.2	91.5
2	90.4	94.7	85.2	88.0
3	89.2	90.8	90.2	93.3
4	95.9	92.6	86.5	89.6
5	89.9	92.9	90.9	86.4
6	92.0	93.4	90.4	90.6
All Years	91.5	93.0	88.6	89.2
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	1.4
Classroom Teacher(s)	3.71
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*Full Time Equivalent

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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	137,486.86
Revenue	1,704,636.48
Appropriation	1,619,828.78
Sale of Goods and Services	733.00
Grants and contributions	81,621.32
Investment income	2,453.38
Expenses	-1,721,445.56
Employee related	-1,549,163.83
Operating expenses	-172,281.73
Surplus / deficit for the year	-16,809.08
Closing Balance	120,677.78

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.

	2023 SBAR Adjustments (\$)
Targeted Total	94,364
Equity Total	152,970
Equity - Aboriginal	22,981
Equity - Socio-economic	66,986
Equity - Language	2,400
Equity - Disability	60,603
Base Total	1,060,121
Base - Per Capita	30,971
Base - Location	0
Base - Other	1,029,150
Other Total	119,652
Grand Total	1,427,108

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 were surveyed at the end of 2023. This was both using the Tell Them From Me survey and a school generated Google Survey.

22 parents completed the Tell Them From Me survey in 2023. In comparison to 2022, Teralba Parents scored 6.9 (average) compared to 7.8 (average) indicating that parents felt less welcome. Parent communication has improved from 6.4 (2022) to 6.9 (2023)

21 parents participated in the school generated volunteer survey and 16 parents participated in the targeted survey conducted by school support staff. Data from the school generated survey indicated. 75% of parents surveyed indicated that they were happy or very happy with the communication from the school. All parents indicated that the newsletter and other communication methods were positive and helped them know what was happening at school.

More than 50% of parents surveyed were concerned about the way that students received rewards and that as a school we needed to be clearer with expectations.

More than 96% of parents were satisfied or very satisfied that Teralba Public School was able to meet all needs of their child, including education, social and emotional needs.

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.