2023 Annual Report

Terara Public School

3185

Introduction

The Annual Report for 2023 is provided to the community of Terara 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

Terara Public School
20 Millbank Rd
TERARA, 2540
https://terara-p.schools.nsw.gov.au
terara-p.school@det.nsw.edu.au
4421 6034

School vision

To foster a commitment towards enhancing and sustaining a culture of high expectations and teaching excellence by providing quality learning experiences for every child. Collaboration will be supported by a strong, cohesive school community who work together to develop creative, critical thinkers, preparing today's children for the future.

School context

Terara Public School is a small, semi-rural school located approximately 3km east of the Nowra CBD. Traditionally a dairy farming area, the school now also attracts students in the nearby subdivision of Worrigee. The school's enrolments have remained steady in recent years with approximately 90 students across 4 multi-aged classes. In 2021, 6% of students are Aboriginal.

Teaching and learning programs focus on providing strong foundations in the key learning areas of literacy and numeracy, with the goal of challenging and engaging all students. The student welfare policy is centered around the idea that all students are happy, resilient and achieving their individual potential. Teachers are dedicated to improving student outcomes and engage in professional development to ensure their knowledge, skills and understandings adopt best practice.

The school has developed a strong Science, Technology, Engineering and Mathematics (STEM) program that is a model of excellence in public education. Every student has opportunity to use flexible learning spaces across the school to enrich their learning. The school has been recognised for excellence in film making and in using technology to enhance and engage students in their learning.

The school maintains an excellent relationship and reputation with the wider community. Parent input is encouraged and valued. Parents are considered as partners in their children's education and the school believes that, as a community resource, we must remain an integral part of the community. School staff are seen as active community members, lifelong learners and professionals in their field. Their dedication, integrity and compassion has earned them respect from within the community. The school's focus on values education is underpinned by the core values of respect, responsibility, achievement and safety, all of which contribute to a culture of success.

The school has completed a situational analysis that has identified 2 areas of focus for our strategic improvement plan.

1. Student growth and attainment through explicit teaching and data driven practices.

2. Engaged and challenged learners through high expectations and evidence based professional learning.

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	Sustaining and Growing
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	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

Our purpose is for teachers to approach student learning with the intent to improve outcomes and foster growth. Evidence-based practices underpin high quality teaching within a supported and collaborative culture. There is an ongoing commitment to develop skilled and high quality teachers.

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.

- Explicit Teaching practices
- Data Driven Practices

Resources allocated to this strategic direction

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

Summary of progress

During 2023 we built on our existing teaching programs and professional learning by aligning our literacy programs, 3-6. Staff engaged in regular professional learning with the Assistant Principal Curriculum & Instruction (APC&I), Collaborative Support Unique Settings Team and teachers within our community of schools to collaboratively research, discuss, plan, implement and revise consistent teaching strategies, routines and internal and external data. We completed a deep analysis of how we teach and assess comprehension, tracking student learning on PLAN 2. A teacher resource website was created to ensure the high teaching expectations of quality texts, fluency practices and the deep understanding of textual concepts occurred. Teachers engaged in Seven Steps Writing professional learning, observed best practice, trialled new techniques, and co-created learning programs and resources.

Teachers collaboratively planned and prepared for the implementation of the new 3-6 English and Mathematic syllabus liaising with educational leaders, including a consultant from the Eddie Woo Project, and lead teachers across a number of schools. Teachers designed and created an aligned and systematic approach to teaching Mathematics with a focus on connected concepts, retrieval practice and collaborative problem solving. The maths section of the Terara Teachers' website was developed to embed these new approaches, provide evaluated units of work and ensure support resources are of a high quality.

A strong partnership was developed with Cambewarra Public School with executive staff and teachers, collaborating on a regular basis to create teaching and learning programs.

Next Steps:

Complete an assessment audit and establish high expectations for analysing assessment and using it to inform teaching and learning

Implement the new mathematics syllabus, combining resources from the Department of Education explicit sample Mathematics units with the 'Big Ideas' units outlined in the 'Mindset Mathematics' series by Jo Boeler, Jen Munson and Cathy Williams.

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
Improvement as measured by the School Excellence Framework	Self Assessment against the school excellence framework in the element of Assessment shows the school currently performing at **Sustaining and**

Learning Assessment is self assessed at Delivering with some themes of Sustaining and Growing evident Student Performance Measures is self assessed at delivering with some themes of Sustaining and Growing evident **Teaching** Effective classroom practice is self assessed at Sustaining and Growing with some themes of excelling evident Data skills and use is self assessed at Sustaining and Growing with some themes of excelling evident	**Growing.** Self Assessment against the school excellence framework in the element of Student Performance Measures shows the school currently performing at **Sustaining and Growing.** Self Assessment against the school excellence framework in the element of Effective Classroom Practice shows the school currently performing at **Sustaining and Growing.** Self Assessment against the school excellence framework in the element of Data Skills shows the school currently performing at **Sustaining and Growing.**
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading in year 5 has increased from 60% in 2022 to 72% in 2023. The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading in year 3 has increased from 53% in 2022 to 70% in 2023.
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy in year 5 has increased from 64% in 2022 to 71.5% in 2023. The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy in year 3 has increased from 54% in 2022 to 70% in 2023.

Strategic Direction 2: Highly Engaged Learners

Purpose

The students at Terara Public School will be engaged and challenged learners. The school community will have high expectations of student achievement and teachers will collaborate to design programs that are differentiated, creative and meaningful. The staff will have access to high impact professional learning that is evidenced based.

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.

- Engaged and Challenged Learners
- Collaboration and High Impact professional Learning

Resources allocated to this strategic direction

QTSS release
Aboriginal background
Professional learning
Location

Summary of progress

The focus for 2023 was on building the capacity of teachers to strengthen their explicit teaching skills in comprehension. Our approach was through engaging with the Collaborative Support Small Schools Strategy enabling us to utilise baseline Data to inform a focus on improving comprehension skills for all students.

This involved:

Presentation to staff engaging in determining our Theory of Action, analysing current school data and developing an action plan for the project. All 3-6 staff administered assessments to collect baseline data and track through PLAN 2 in the specific area of 'Understanding Texts' to determine learning progress throughout 2023. In addition to this, Kindergarten to Year 2 data was captured through InitialLit comprehension and Reading Levels. With the assistance of the Assistant Principal Curriculum & Instruction (APCI), we extracted the data and analysed to inform future directions. High Impact professional learning was delivered with evidence based instruction, syllabus planning and understanding and using PLAN 2 to track student growth. We analysed the data and tracked student learning growth in 5 week sprints and adjusting our teaching and learning cycle accordingly. Teachers worked collaboratively to support the sharing of ideas and resources. Our APCI worked alongside teachers by modelling explicit teaching sprints so that teachers felt confident to plan learning from student need.

As a result, teacher's collaborative practices were strengthened, Scope and Sequences were created embedding quality assessment tasks and teaching and learning was supported by explicit instruction. Student results in both internal and external assessments provided evidence that our focus on 'Highly engaged and Challenged learners were beyond the expected progress measure at the end of 2023.

Next year the focus will be on transferring the use of PLAN 2 to track student learning growth in numeracy so that teachers are using data to inform teaching and learning programs and the explicit comprehension strategies can be transferred to working mathematically.

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
Attendance A 3.2% uplift in the percentage of students attending school at least 90% of the time	The number of students attending greater than 90% or more of the time is 66.01% indicating progress toward the lower bound target.

Wellbeing Tell Them From Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift of 2.7%	Tell Them from Me data shows 71.57% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress towards the lower bound target.
High Expectations • School self-assessment of the theme 'High Expectation Culture' from the element Educational Leadership is demonstrated at Delivering with some practices of Sustaining and Growing evident • Annual Tell Them From Me student survey data demonstrates growth over November 2021 in the following drivers of student outcomes 'Explicit teaching practices' and 'feedback' • Introduce explicit learner qualities to school community and commence implementation • All students have personalised learning goals in literacy that are informed by assessment data	Self-assessment against the School Excellence Framework in the theme of High Expectations Culture shows the school currently performing at Sustaining and Growing. Tell Them From Me (TTFM) data indicates a measure in Explicit teaching practices at 7.2% The NSW Government Norm is 7.5%

Funding sources	Impact achieved this year
New Arrivals Program $10,013.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Terara Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Funding support application submitted and funding secured for newly enrolled students. Teacher employed (FTE 0.2) to commence program. Targeted students participate in ongoing English language program in withdrawal sessions and in-class support sessions with EAL/D. **The allocation of this funding has resulted in the following impact:** students working towards the next phase of English learning proficiency. The partnership between the school and parents/carers has been strengthened. **After evaluation, the next steps to support our students will be:** a continuation of the intervention program and professional learning for classroom teachers to enhance teaching and learning programs.
Integration funding support $193,901.00	Integration funding support (IFS) allocations support eligible students at Terara Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP). **The allocation of this funding has resulted in the following impact:** all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. **After evaluation, the next steps to support our students will be:** to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.
Socio-economic background $26,717.50	Socio-economic background equity loading is used to meet the additional learning needs of students at Terara Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

Socio-economic background $26,717.50	**including:** • Explicit Teaching practices • Data Driven Practices • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff in reading comprehension and Initial Lit to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support Initial Lit program implementation. **The allocation of this funding has resulted in the following impact:** Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG) Year 3 and 5 NAPLAN Reading above both state and statistically similar school groups (SSSG) **After evaluation, the next steps to support our students will be:** continue to engage the literacy and numeracy APCI to support the school in exceeding targets.
Aboriginal background $8,316.88	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Terara Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Engaged and Challenged Learners • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** Aboriginal students reported a greater sense of belonging as demonstrated in Tell Them From Me data. TTFM data also indicated 90% of Aboriginal students feel like their culture is valued at school. **After evaluation, the next steps to support our students will be:** After evaluation, the school will engage with local cultural awareness group 'Dijurba Waagura' to continue cultural awareness programs across the school. We continue to identify and provide enrichment opportunities for our HPGE Aboriginal students.
Low level adjustment for disability $51,345.87	Low level adjustment for disability equity loading provides support for students at Terara Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices • Other funded activities

Low level adjustment for disability $51,345.87	**Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • targeted students are provided with an evidence-based intervention Mulitlit and Minilit to increase learning outcomes • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in the following impact:** an increase of students achieving above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. **After evaluation, the next steps to support our students will be:** After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.
Location $1,012.56	The location funding allocation is provided to Terara Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaboration and High Impact professional Learning **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate • technology resources to increase student engagement **The allocation of this funding has resulted in the following impact:** increased extra-curricular opportunities for students. **After evaluation, the next steps to support our students will be:** supporting the school to increase collaboration with other schools in the local area.
Professional learning $9,916.01	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 Terara Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaboration and High Impact professional Learning • Data Driven Practices **Overview of activities partially or fully funded with this initiative funding include:** • teacher relief for staff engaging in professional learning • presentations by suitable and qualified facilitators • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • course costs for staff undertaking recognised courses **The allocation of this funding has resulted in the following impact:** increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.

Professional learning $9,916.01	**After evaluation, the next steps to support our students will be:** personalised and targeted professional learning in the form of mentoring and co-teaching.
Beginning teacher support $15,673.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Terara Public School during their induction period. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this initiative funding include:** • ongoing feedback and support that is embedded in the collaborative practices of the school • mentoring structures and collaborative practices within the school or across a cluster of schools • teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. **The allocation of this funding has resulted in the following impact:** enhanced student participation, engagement and learning. **After evaluation, the next steps to support our students will be:** to continue building student engagement through team explicit teaching, mentoring and professional learning targeted at Early Career Teachers.
QTSS release $17,873.57	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Terara Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Engaged and Challenged Learners • Data Driven Practices **Overview of activities partially or fully funded with this initiative funding include:** • 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 **The allocation of this funding has resulted in the following impact:** improved staff confidence and teaching practice. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. **After evaluation, the next steps to support our students will be:** Continuing to utilise APCI and specialist teacher to lead improvement in an area where teachers need support, such as literacy or numeracy.
COVID ILSP $25,634.78	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

| COVID ILSP

$25,634.78 | **including:**
 • Other funded activities

Overview of activities partially or fully funded with this targeted funding include:
 • employment of teachers/educators to deliver small group tuition
 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]
 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]
 • providing intensive small group tuition for identified students who were…

The allocation of this funding has resulted in the following impact:
the majority of the students in the program achieving significant progress towards their personal learning goals

After evaluation, the next steps to support our students will be:
to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. |

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	42	41	37	40
Girls	50	48	56	50

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	94.6	93.3	90.5	89.2
1	95.4	96.3	86.3	90.4
2	96.5	93.9	91.1	94.4
3	92.0	97.3	87.3	92.4
4	94.9	96.8	88.5	92.3
5	93.0	93.7	84.9	92.2
6	95.2	91.4	86.3	90.4
All Years	94.7	94.6	88.0	91.7
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)	0.2
Classroom Teacher(s)	3.49
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*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	79,452.48
Revenue	1,345,164.26
Appropriation	1,265,536.33
Sale of Goods and Services	472.68
Grants and contributions	76,894.99
Investment income	2,260.26
Expenses	-1,277,666.45
Employee related	-1,092,588.68
Operating expenses	-185,077.77
Surplus / deficit for the year	67,497.81
Closing Balance	146,950.29

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	180,486
Equity Total	86,380
Equity - Aboriginal	8,317
Equity - Socio-economic	26,718
Equity - Language	0
Equity - Disability	51,346
Base Total	852,881
Base - Per Capita	24,204
Base - Location	1,013
Base - Other	827,664
Other Total	77,665
Grand Total	1,197,412

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

Parent/Caregiver Satisfaction

Small focus group discussions with parents, including our P&C, have indicated a high degree of satisfaction from our parents/caregivers and wider school community. They stated that they value the explicit and engaging teaching strategies, student-centered learning environments, educational programs which are supported by research and CESE's what works best. Parents value and support the strong focus placed on fostering a positive sense of wellbeing and belonging within our students. Parents have demonstrated their support of improving our school environment by contributing funding to outdoor play equipment.

Student Satisfaction

The 2023 Tell Them From Me Student Surveys indicate a range of areas of satisfaction from students at Terara Public School at NSW Government School norms.

This includes high degrees of satisfaction in effective learning time, relevance and rigour, as well as perceiving that teachers have established a positive learning climate and high expectations for success.

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice, and that teachers are responsive to their needs and encourage independence with a democratic approach.

The students strongly supported the notion that school facilities are clean and well looked after.

Teacher Satisfaction

The 2023 Tell Them From Me Teacher Survey indicates very high degrees of teacher satisfaction, well above NSW Government School norms, within a broad range of areas surveyed.

Aspects such as leadership, parent involvement, collaboration, teaching strategies, the use of data to inform practice, learning culture and collaboration all showed strong teacher satisfaction with the culture, climate and teaching and learning practices at Terara Public School. This has been supported through informal discussion and feedback from all staff as well as formalised PDP meetings.

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.