

Telegraph Point Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Telegraph Point 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 school 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.

Leonie Cosgrove

Principal

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Message from the Principal

Reflecting on the achievements of our school community during 2016, I acknowledge that this year has been one of growth and change at Telegraph Point.

Increased enrolments at the beginning of the year enabled us to establish five classes, thereby reducing the impact of the larger class sizes and cross-stage organisation of the previous two years. In addition to the five home classes, the introduction of six literacy and numeracy groups provided students with teaching and learning directly targeted to their individual needs in further reduced group sizes. This structure has successfully provided a broader, high level of support for all students so that regardless of ability, every child has been given every possible opportunity to be challenged, achieve success and feel valued in our school.

2016 has also been a year of change for our staff. Throughout the year we have seen Mrs Coleman and Mrs Boswell move on to other schools, and Miss Smith and Mrs Johnson take extended leave. In their place we have welcomed Mr Jacobs, Mrs Caller and Mrs Johnston. Mr Phil Jupp has joined us in the role of School Chaplain, providing additional support for student wellbeing initiatives across the school. We are very fortunate that each of these has strengthened our team and had a positive impact on our school.

Our highly professional teachers are incredibly committed to the education and well-being of our children. Not only do they have exceptional skills in the technicalities of teaching, they possess enormous energy and commitment. Taking on many additional responsibilities, they provide opportunities for our students to succeed and thrive and ensure that our school is a wonderful example of holistic primary education. I am very grateful to them for their expertise and extraordinary work this year. My sincere thanks to Mrs White, Miss Hendriks, Miss Smith, Mr Chalmers, Mrs Mavros, Mr Jacobs and our reliable group of casual teachers who have provided relief during the year.

I also acknowledge and thank our SAS staff – Mrs Johnson, Mrs Schmitzer, Mr Wilson, Mrs Bleasdale, Mrs Johnston and Mrs Caller – who continue to provide great support in the administration office and library, provide learning support for students, and ensure our classrooms and playground environments are looking their best.

Thank you to all the parents and community members who have supported our school throughout the year – as volunteers, drivers for excursions and sporting events, and of course those in various roles in the P&C who have worked tirelessly to raise funds for our children and supported us in so many other ways. We are indeed fortunate to have such a dedicated group of parents working in the best interest of our school.

I congratulate our students on their high level of participation in all aspects of school life. Some have entered external national competitions, absorbed themselves in enrichment activities and entered various competitions including the Premier's Spelling Bee and Multicultural Public Speaking. Others have represented our school in team and individual sporting endeavours, with several representing at district, zone and regional level. Many have developed their public

speaking, music, dance and drama skills and had the courage to perform in front of audiences. Congratulations for taking on these challenges with such enthusiasm – we are proud of your efforts!

As we look to 2017, we continue to pursue school excellence. Working in partnership with students, parents and the broader school community, we are confident that Telegraph Point PS will continue to nurture the talents, interests and wellbeing of all students, providing them with opportunities to excel in all aspects of school life.

Leonie Cosgrove – Principal

Message from the school community

Looking back over the year the P&C has much to be proud of! Fundraising events have included the Welcome Back Disco, Easter Raffle, Mother's and Father's Day stalls, Athletics Carnival BBQ, the Halloween Disco and the Christmas Raffle. One of the most fun-filled events (for parents) was the Trivia Night where we were overwhelmed by the support and generosity of our local community. Through these events, the weekly canteen and by obtaining grants we have been able to support the school in many ways this year, including funding:

- The purchase of 7 iPads for use in the classrooms (\$4,650)
- A donation of \$500 to each classroom to purchase supplies and equipment (\$2,500)
- Funding the Mathematics program by obtaining a grant from The Westport Club (\$1,790)
- Providing percussion instruments by obtaining a grant from Charles Sturt University (\$1,000)
- Paying student injury insurance premiums (\$455)
- Purchasing school team sports singlets (\$540)
- Purchasing a new oven for the canteen (\$1,000)
- Purchasing mosquito and disinfectant spray for the student toilet block (\$360)

The two areas of the P&C that are most visible are the Canteen and our Uniform Shop. By running these as a P&C we are able to keep costs down and direct any profits back into our school. Our thanks go to Tracy Wilcox as Canteen Co-ordinator who has done a great job once again managing our canteen. Our uniform shop, run very efficiently by Tracy Ingram, has once again provided an excellent service to the school and kept uniform costs to a minimum.

In 2017 the P&C will be holding its major fundraising event, the Country Fair. We will also host other fundraising events during the year and continue to operate the canteen and uniform shop. The P&C has been investigating the resurfacing of the basketball court and during 2017 we will continue to engage with contractors, fundraise and apply for grants to help fund this major works project.

Thank you to everyone who has helped to make 2016 such a great year for our children. Thanks to our Principal Leonie Cosgrove who has been a continual support to the P&C and has achieved and maintained a wonderful school environment with strong focus on high standards. We look forward to continuing to work with her in 2017. A very special thank you also to the teachers and staff for their continued dedication and efforts in supporting our children. Every staff member gives more time than what we as parents see and we thank them for their efforts throughout the year and for their ongoing support.

We say farewell to the Year 6 students and their families. We will miss them all, however wish them all the very best as they move forward into high school and other new adventures.

Because of funding pressures in public education it is increasingly up to parents and the community to assist schools to get the resources that they need. In Telegraph Point we have that strong sense of community and many of the things we do as a P&C bring our community together and at the same time raise money for our school for which we are enormously thankful.

We thank the families who have so generously given their time and money in supporting the work of the P&C this year and, indeed, over many years. Like all community organisations we face challenges of getting volunteers and running successful events and the P&C welcomes new ideas and enthusiasm so we can stay vibrant and effective. We are fortunate to have an amazing school and one of the great strengths of our school is that it is a small, caring environment. However, because it is small, funding is also more difficult. So every person's contribution, whether large or small, financial or in the giving of time, is enormously appreciated, contributes to the strength of our school and helps to achieve our main aim which is to give our children the best possible outcomes that we can.

Finally, I would like to thank all the members of the P&C. You are a dedicated group of parents who work incredibly hard to support your school. Thank you for your support, ideas and efforts throughout the year.

Tristan Murray – P&C President

School background

School vision statement

Our school community believes in a whole child approach to education that supports the cognitive, emotional, social and physical wellbeing of all students.

We empower all students to realise their potential and become confident, resilient, creative, active and informed citizens in a complex and changing world.

School context

Telegraph Point Public School is a small school situated alongside the Wilson River approximately 22km north of Port Macquarie on the mid–north coast of NSW. The school enjoys strong support from the local community and has seen an increase in enrolments since 2014. Students are drawn from the surrounding areas of Telegraph Point, Blackman’s Point, Pembroke and Kundabung. The school environment includes well–resourced, air–conditioned classrooms set in large picturesque grounds.

At the commencement of 2016, the enrolment was 108 students with 8% identifying as Aboriginal. School funding for socio–economic background is based on a Family Occupation and Education Index (FOEI) of 98.

The school has an excellent reputation for providing high quality educational opportunities for all students in academic, cultural, sporting and social aspects. A wide range of programs and initiatives cater for the diverse needs, skills and interests of students. Technology is a priority to cater for our 21st century learners. Interactive whiteboards and computers are available in all rooms in addition to an interactive classroom for videoconferencing and a computer room furnished with 30 computers for whole class tuition and access.

Our teachers are highly dedicated professionals who are committed to ongoing professional learning as they strive for best teaching practice in all classrooms. They put the needs and wellbeing of students at the forefront of all decisions and go ‘above and beyond’ in providing so many opportunities for children to experience success in all endeavours.

We acknowledge and focus on respect, cooperation and safety as the core values of our school. These values, together with our school rules, are the foundation of our behaviour management policy. Assertive discipline encourages students to take responsibility for their behaviour and promotes positive behavioural choices, ensuring a safe and happy environment for all members of the school community.

The Parents and Citizens Association is very active in their fundraising efforts which contribute to the best possible facilities, resources and opportunities for the students. Telegraph Point Public School is a proud member of the Hastings Valley Community of Schools.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school’s progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning the school is Sustaining and Growing.

The elements of Learning Culture, Wellbeing and Curriculum and Learning have been assessed as Sustaining and Growing. These judgements are based on evidence of a consistent whole school approach to supporting the cognitive, emotional, social and physical wellbeing of all students in accordance with the school vision.

The delivery of syllabus content through detailed, sequential lesson planning engages students in meaningful learning experiences. School programs and student opportunities are enhanced by strong and productive partnerships with parents, the P&C Association, our Community of Schools and local organisations. The range of extra–curricular

opportunities available in sporting, cultural, academic and social areas enhances student development and promotes recognition of student success.

Ongoing assessment and monitoring practices support teachers to differentiate teaching and learning to meet the changing needs of individual students. Parents receive detailed and regular information on their child's learning through written reports, interviews and the use of the Seesaw app.

Effective systems and structures are implemented to identify and address student learning needs. Personalised learning and support is provided to students including those with additional learning, behaviour or healthcare needs; disability; gifted and talented students; Aboriginal students and students in Out of Home Care. Students and parents contribute to plans which support students' transitions and ongoing success at school.

Comprehensive and inclusive behaviour systems create a positive environment with clearly defined behavioural expectations. Students engage in productive learning with minimal disruption, exercising self-regulation and taking responsibility for their behaviour.

The elements of Assessment and Reporting and Student Performance Measures have been assessed as Delivering.

Although the school has demonstrated some aspects of Sustaining and Growing regarding student reporting practices, we believe there is further development required in relation to the deep analysis of school-wide external data and students reflecting on assessment to plan their learning goals. Future focus on these areas will strengthen our assessment and reporting processes.

The assessment of Delivering for Student Performance Measures is based on results in external assessments. This data is often inconsistent due to the smaller cohort of students. More accurate indicators of student performance will be gained through internal measures. Increased use of diagnostic assessment and analysis of growth and effect size in internal measures will provide more accurate evaluation of student performance.

The External Validation Panel report found that in the domain of Learning the school's self-assessment was consistent with the evidence presented and was validated using the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Teaching the school is Delivering.

The elements of Effective Classroom Practice, Professional Standards, and Data Skills and Use have been assessed as Delivering. Instructional leadership has supported teachers to understand and implement evidence-based teaching strategies in literacy and numeracy. Teachers use student assessment data to reflect on their practice, revise teaching and learning programs and inform future teaching. The provision of timely and specific feedback to students is currently a focus within the school plan. Embedding this in regular practice and supporting students to understand how they can improve their learning is a future direction for all teachers.

Staff continually demonstrate a professional approach to their teaching, with a commitment to professional learning, quality teaching and significant contributions to whole school programs.

The analysis and interpretation of student performance data is strongly evident in all classrooms. Teachers use a range of assessment strategies to monitor progress and identify student learning needs. Greater analysis of school-wide data and engaging the school community in reflecting on student performance data are areas for future focus.

The elements of Collaborative Practice and Learning and Development have been assessed as Sustaining and Growing. The Lesson Study model of collaborative planning, observation of teaching and reflective practice with feedback from peers and school leaders is embedded within the school professional learning and development processes, reflecting teachers' commitment to a learning culture of continuous improvement and teaching excellence. Collegial support and collaboration is evident in the sharing of effective teaching strategies and development of resources.

Clearly defined systems exist to support and review teachers' performance and development. School priorities are the focus of teachers' Professional Development Plans. Teachers actively seek professional development opportunities and share their learning to build capacity in others. Professional learning activities over the past three years have focused on the implementation of new syllabuses and the improvement of teaching strategies in Literacy and Numeracy.

The External Validation Panel report found that in the domain of Teaching the school's self-assessment is consistent with the evidence presented in four elements and is validated using the School Excellence Framework. In the element of Professional Standards the evidence presented indicates the school is operating at the Sustaining and Growing stage.

The results of this process indicated that in the School Excellence Framework domain of Leading the school is Sustaining and Growing.

This judgement is based on strong evidence of Sustaining and Growing across all elements in the Leading domain as

demonstrated through School Improvement, Community Engagement, and Student and Staff Leadership initiatives and practices. The implementation of Strategic Directions 2 and 3 has seen a sustained focus on shared decision-making processes and community engagement. As a result, a culture has developed where teamwork is valued, expectations are high and the reputation of the school has been enhanced.

A strong commitment to continuous school improvement is evident through the development, implementation, routine monitoring and review of the school plan. Strategic use of school resources supports the implementation of the plan and maximises the learning impact for students with initiatives focused on the delivery of literacy and numeracy programs and targeted professional learning for teachers. Consultation and communication processes foster community understanding of school priorities and strengthen whole-school commitment to deliver improvement measures outlined in the School Plan. The design, implementation and evaluation of parent curriculum meetings is a comprehensive demonstration of the school actively consulting parents and being responsive to their feedback. The School Plan and Annual Report are available on the school website, providing open and detailed information to the community on the school's priorities, self-evaluation process and performance each year. Financial statements are tabled at P&C meetings and included in the Annual Report, ensuring a high level of accountability on school management.

Effective communication processes, high levels of community participation and strong partnerships with external agencies and community organisations have been achieved through the implementation of Strategic Direction 3: *'To build stronger community partnerships and a culture of collaboration, based on highly effective communication, consultation and shared responsibility for the education of students.'* A broad range of communication methods ensure parents are well-informed and the school maintains a high profile in the broader community. The use of technology and online communication has strengthened parental engagement in 2016.

Students and staff have purposeful leadership roles and are empowered to contribute to the continuous improvement of the school. Student leadership roles are highly valued and keenly pursued with many students aspiring to Parliamentary positions for several years. All Stage 3 students take on a meaningful leadership role and contribute to the wellbeing of other students. Their leadership of community fundraising events has developed a greater awareness and understanding of others in the broader community.

Distributed leadership and collegial support builds the capacity of all staff to lead school programs. Aspects of school management and policy are shared with all teachers, and school leaders and aspiring leaders commit to further developing their leadership skills through professional learning. Teachers demonstrate exceptional commitment to providing a broad range of extra-curricular experiences which support student development and align with the school vision of *'a whole child approach to education which supports the cognitive, social, emotional and physical wellbeing of all students'*. The school community values the range of leadership opportunities and extra-curricular experiences available for students across all grades.

The External Validation Panel report found that in the domain of Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

A learning environment which will inspire, challenge and engage all students

Purpose

To provide high quality teaching and learning programs which ensure that learning is personalised and differentiated for all students.

To provide student learning experiences that result in the development of students' abilities to think critically, creatively and ethically and who are literate, numerate and socially, environmentally and culturally aware.

Overall summary of progress

Teachers are continuing to develop systems to embed effective feedback into classroom practice. Stage 3 students are developing skills and confidence to reflect on their learning with increasing accuracy and understanding of expectations. Younger Stages have introduced this practice but require further time to build student skills. PLAN software is used to update student achievement in Literacy and Numeracy each term. Data Walls are also updated to display current data. Increased professional dialogue exists around student achievement and understanding of the Literacy and Numeracy continuums. There is evidence of increased consistency of teacher judgement and familiarity with continuum language when assessing and reporting on student progress. Semester 2 report comments reflect teacher knowledge and understanding of student achievement against syllabus outcomes and literacy/numeracy continuums.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students other than those identified for additional LaST support are meeting or exceeding expected growth in literacy and numeracy as measured on the continuums.	Continuum data indicates that 86% of students, other than those with ILPs, are meeting or exceeding expected growth in literacy and 90% in numeracy.	\$9000 RAM \$12000 school funds
Students with specific learning needs will achieve the goals indicated in their ILPS and PLPs.	Graded literacy and numeracy classes have catered to the specific learning needs of all students. 84% of those with ILPs have achieved their 2016 learning goals.	\$12000 RAM \$12000 Integration Funding
In 2016, 80% of Year 5 students achieve at or above expected growth in NAPLAN literacy and numeracy.	In 2016, 58% of students achieved at or above expected growth in Reading and 47.4% in Numeracy.	
All 2015 Year 3 students will achieve at or above expected growth in literacy and numeracy when in Year 5 2017.	This measure will be reviewed in 2017.	
Aboriginal students will achieve equal to or greater than expected growth in Year 5 NAPLAN in Reading	In 2016, 66.7% of Aboriginal students in Year 5 achieved at or above expected growth in Reading and 33.3% in Numeracy.	

Next Steps

Literacy and numeracy groups based on student learning needs will continue in 2017, providing teaching and learning focussed on specific learning needs of all students. Continued focus on developing staff and student skills in the provision of explicit criteria for learning, and specific and timely feedback. Build staff capacity to collect, analyse and report internal and external student and school performance data.

Strategic Direction 2

A culture of innovation, collaborative practice and shared leadership

Purpose

To build the capacity of staff and empower leadership through ongoing and relevant professional learning, a collaborative approach to decision-making and the implementation of consistent systems and practices.

Overall summary of progress

Teachers are confidently creating and using Smart Notebook resources linked to units of work. Collaboration and sharing of resources has allowed a range of materials to be available to all staff on the server. Stage 2 and 3 students have broadened their use of iPads to include movie-making using visual literacy techniques. Clearly defined timelines ensured all PDP documentation was completed and teachers' professional goals supported. Resources, including the engagement of casual teachers were allocated to support the implementation of the Lesson Study model. Timetabling ensured opportunities for all teachers to work collaboratively in this process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Feedback from stakeholders demonstrates an increasing level of satisfaction with the school performance.	Survey and focus group discussion indicates a high level of satisfaction with the school's performance. The majority of responses indicated that parents believed teachers had high expectations for their child to succeed, showed an interest in their child's learning and encouraged children to do their best work.	
All teachers and leaders demonstrate responsibility for their professional growth through successful implementation of the performance and development cycle evidenced by: <ul style="list-style-type: none">• Identification of professional goals and required professional learning• Implementation of strategies, collation of evidence, and ongoing reflection and refinement• Self-assessment and annual review	All teachers identified professional goals and participated in professional learning to demonstrate their progress towards achieving their goals. Teachers were supported in this process through meetings, lesson observations and reviews throughout the year. Annual reviews and PDP documentation were completed. Two cycles of Lesson Study focusing on the teaching of Literacy were completed involving all teachers. Observations by colleagues were followed by a reflective discussion, teacher written self-reflection and written feedback.	\$2640

Next Steps

Teachers will continue to work collaboratively to plan, observe and provide collegial feedback to improve teaching practice. The curriculum focus for 2017 is Spelling. Systems will be implemented to support teaching and non-teaching staff in the Performance and Development process, teacher accreditation and collaborative practice.

Strategic Direction 3

Community engagement and participation

Purpose

To build stronger community partnerships and a culture of collaboration, based on highly effective communication, consultation and shared responsibility for the education of students.

Overall summary of progress

A series of curriculum information sessions to increase parent understanding of current literacy and numeracy teaching strategies were presented in Term 2. They received very positive feedback from participants. Parent Satisfaction Survey feedback indicates communication is a strength within the school community. School Enews is used by most families. Monthly editions of Community News feature two pages of TPPS news items and photos which are well-received by the broader community. Strong links developed with the Hastings Valley Community of School and local community groups and organisations which have provided students with additional learning opportunities. The P&C gained grants from Charles Sturt University for purchase of musical instruments & Westport Club for the Mathletics Program. Tacking Point Lions Club continued to support Public Speaking and the School Concert Evening.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All parents who regularly attend P&C meetings demonstrate clear understanding of three-year strategic directions, annual milestone projects and budgets that support key initiatives.	Updates on school milestone projects and key initiatives were provided each term at P&C meetings. Allocation of equity funding to support these initiatives was outlined at these meetings. Parents in regular attendance have an understanding of school priorities.	Nil
Survey feedback from students, parents and staff demonstrates a high level of satisfaction with home-school partnerships and communication	Communication between school and home was seen as a strength of the school. 95–100% of parents indicated they felt welcome in the school and found the principal. Teachers and administration staff to be approachable and helpful. 89% of parents felt they were well-informed about school events and 100% agreed that information is written in clear language.	Nil

Next Steps

Continue to build parent understanding of curriculum content with a focus on Spelling in 2017.
Communicating school priorities to the community to develop greater understanding of school initiatives for improvement.
School analysis of student performance data is to be provided to the community on a regular basis.
Maintain strong links with the broader community to provide additional opportunities for students.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Strategies to increase student engagement and participation have resulted in: <ul style="list-style-type: none"> • A reduction in behaviour incidents and suspension rates. • Increased attendance rates for targeted students. 	\$5000
Low level adjustment for disability	Additional staffing supported the establishment of ability-based literacy/ numeracy groups across all grades. Individual learning needs of all students were met in an equitable manner within a flexible organisational structure. Students experienced greater success with their learning and increased self-esteem.	\$21 000
Quality Teaching, Successful Students (QTSS)	Employment of casual teachers supported the release of teachers for lesson observations and meetings to review teachers' performance and development plans.	Staffing entitlement 0.04
Socio-economic background	Additional staffing supported the establishment of ability-based literacy/ numeracy groups across all grades. Individual learning needs of all students were met in an equitable manner within a flexible organisational structure. Students experienced greater success with their learning and increased self-esteem.	\$9000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	42	46	44	53
Girls	52	47	58	59

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92	95.8	93.4	96.4
1	93.3	94.8	93.9	91.4
2	94.7	95.9	94.4	92.5
3	94	96	90.7	92.2
4	93.5	94.3	95.7	93.1
5	94.9	94.1	88.7	94.7
6	94	93.9	93.4	92.9
All Years	93.8	94.9	93.1	93.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Attendance was closely monitored to address any patterns of non-attendance and to reduce the attendance gap in line with state percentages. The following strategies were implemented:

- students were encouraged to attend daily;
- families were regularly contacted with absences information; and
- students with patterns of non-attendance were monitored by the School Learning Support Team.

Class sizes

Class	Total
KINDERGARTEN	19
YEAR 1/2	26
YEAR 3/4	26
YEAR 5/6W	19
YEAR 5/6C	19

Structure of classes

In 2016 enrolments enabled the establishment of five classes: Kindergarten; Year 1/2; Year 3/4 and two 5/6 classes. In addition to these classes six Literacy and Numeracy groups were formed across K–6. These groups were ability-based with analysis of student assessment and performance data enabling staff to identify students' learning needs and group students accordingly. This structure resulted in smaller class sizes and provided the flexibility to enable students to move between groups as required.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	4.41
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration & Support Staff	1.81
Other Positions	0.04

One teacher identified as Aboriginal in 2016.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	33.3

Professional learning and teacher accreditation

All teachers engage in regular professional learning designed to increase their skills and improve learning outcomes for students. Weekly staff meetings are designated for professional learning involving curriculum and mandatory training.

During 2016, English was the focus of professional learning, with consistent emphasis on collaborative planning, lesson differentiation and use of the Literacy continuum and PLAN software to track student progress. The provision of explicit criteria for learning, and specific and timely feedback was also a focus throughout 2016.

Teachers continued to take responsibility for their professional learning through the implementation of the Performance and Development Framework.

Through participation in the External Validation process in 2016, all teachers developed a greater understanding of the School Excellence Framework, identification of evidence and the self-assessment process.

All staff also completed mandatory training in CPR, Anaphylaxis, Child Protection and Work Health & Safety.

In 2016, two teachers were maintaining their BOSTES accreditation at Proficient level and one temporary teacher gained accreditation at Proficient level.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	112 360.00
Global funds	111 408.00
Tied funds	59 110.00
School & community sources	59 795.00
Interest	2 833.00
Trust receipts	8 852.00
Canteen	0.00
Total income	354 360.00
Expenditure	
Teaching & learning	
Key learning areas	21 966.00
Excursions	28 746.00
Extracurricular dissections	15 982.00
Library	295.00
Training & development	6 686.00
Tied funds	54 280.00
Short term relief	17 394.00
Administration & office	42 577.00
School-operated canteen	0.00
Utilities	19 844.00
Maintenance	18 337.00
Trust accounts	7 741.00
Capital programs	0.00
Total expenditure	233 853.00
Balance carried forward	120 507.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

In 2016, in accordance with the Premier's priorities: Improving education results, the percentage of our students achieving the top two NAPLAN bands in reading and numeracy were:

- Year 3: Reading 7.1% and Numeracy 14.2%
- Year 5: Reading 36.4% and Numeracy 27.2%

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

The school sought the opinions of parents on the areas of communication, learning, behaviour management and student wellbeing. A summary of responses is presented below.

Communication – Communication between school and home was seen as a strength of the school. 95–100% of parents indicated they felt welcome in the school and found the principal, teachers and administration staff to be approachable and helpful. 90% of parents felt they were well informed about school events and 100% agreed that written information is written in clear language. 97% of parents indicated that student reports were written in terms they understood. 86% of parents agreed that the teachers would inform them if there were concerns with their child's behaviour at school. Whilst 77% of parents felt well-informed of their child's progress, the remainder were either undecided or indicated this was an area to improve.

Learning – The majority of responses indicated that parents believed teachers had high expectations for their child to succeed, showed an interest in their child's learning and encouraged children to do their best work. Between 5–10% of respondents indicated they neither agreed nor disagreed with these statements.

Behaviour – Responses indicated that parents believed that positive behaviour was supported at

school. All respondents indicated that their child was clear about school rules and expectations for behaviour. A high percentage of parents (over 95%) noted the time teachers devote to extra-curricular activities and that teachers expect students to pay attention in class.

Student Wellbeing – Student wellbeing was seen as a strength of the school. More than 95% of parents believed that their child felt safe at school; felt included and had a sense of belonging; and gave positive feedback that the school managed behaviour well. 90% believed that anti-bullying strategies were promoted by teachers. All respondents acknowledged the active role teachers take to ensure all students are included in school activities. 10% of parents were unsure of the additional support provided to students or the role teachers took in supporting students to develop social skills and positive relationships.

Students and teachers completed the 'Tell Them From Me' online survey. A summary of responses is presented below.

Students

Responses from students in Years 4–6 were generally equal to or above NSW government norms.

100% of girls and 95% of boys valued school outcomes and believed that education would benefit them personally and economically.

73% were interested and motivated in their learning and 83% tried hard to succeed.

85% believed their behaviour was positive as they were not disruptive or inappropriate in their actions.

Only 35% of students do homework with a positive attitude and in a timely matter.

78% of students had positive relationships with their friends who they trusted and encouraged them to make positive choices.

93% of students believed that the literacy and numeracy groups have helped to improve their learning.

89% of students had a high rate of participation in school sports.

Teachers

The teacher survey examined eight drivers of student learning and four dimensions of classroom and school practices. Areas of strength were leadership, collaboration, learning culture, inclusive school and planned learning opportunities. Technology and challenging and visible goals for students were areas identified for improvement. All respondents indicated that school leaders are leading improvement and change, and clearly communicate their strategic vision and values for our school.

Policy requirements

Aboriginal education

Telegraph Point Public School values, respects and appreciates Aboriginal culture and student identity as an intrinsic part of the school's culture. Students and staff present an acknowledgement of country at school assemblies.

NAIDOC Week was recognised and students were engaged in a variety of cultural activities in their classrooms throughout the week. An Aboriginal games afternoon was coordinated by a teacher and led by senior students.

Personalised Learning Plans (PLPs) identifying strengths and weaknesses of individual Aboriginal students have been prepared in consultation with the student, teacher, parent and/or carer. These plans set future goals to further develop students' literacy and numeracy skills.

As in all New South Wales public schools, Telegraph Point Public School integrates Aboriginal perspectives into lessons and programs which are designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

Funding for students with Aboriginal background supported the implementation of strategies to increase the engagement and participation of students; improve learning outcomes in literacy and numeracy; and strengthen partnerships with the Aboriginal community.

Multicultural and anti-racism education

A focus on multicultural education has been maintained in all areas of the curriculum during 2016. Class programs and whole school initiatives develop the knowledge, skills and attitudes required for cultural diversity. Harmony Day provided an opportunity for explicit focus on the value of cultural diversity and anti-racism strategies.

All students K–6 participated in the CWA cultural study of Mongolia. Several students were recognised with awards for their presentations, with Year 6 student Tiffany Carstairs' project receiving a commendation.

Other school programs

Student Leadership

In 2016 Telegraph Point Public School had six elected student leadership positions. All nominated students undertook a rigorous interview selection process prior to their election by their peers and school staff. These students, known as the Parliamentarians, consist of the Prime Minister, Deputy Prime Minister and four Ministers. They are responsible for their individual portfolios and leading the parliament sessions each term, as well as the daily and weekly assemblies.

Student leaders represented our school at various official functions and ceremonies throughout the year such as special assemblies, Anzac Day, Education Week and Remembrance Day. The leaders were ambassadors for the school as they welcomed visitors and extended official messages of gratitude and appreciation. The Parliamentarians attended the GRIP Leadership program to enhance their communication and leadership skills.

Students in Year 5 and 6 undertake training to lead Peer Support sessions with groups of K–6 students. This year we focused on strategies for developing resilience.

House teams elect Sports Captains and Vice-Captains each year. These students are responsible for the maintenance of the sports equipment as well as the collection of sporting equipment required for weekly sport and PE sessions. This year Sporting House leaders were part of the Premier's Sporting Challenge, promoting physical exercise at school as well as at home.

Arts

A variety of opportunities were available for students to participate in creative and performing arts in 2016.

Special Assemblies hosted by each class during the year and the 'Having Fun at Christmas' production on concert night provided opportunities for singing, dance and drama.

Items of artwork were entered at the Annual Wauchope Show, several students gaining awards, and many students were involved in arts and crafts as they prepared entries for the C.W.A.'s Mongolia project.

Our school dance group performed in the Southern Network Dance Festival at Camden Haven High School. The festival offered students the opportunity to perform in front of a large audience at a matinee and two evening shows. Two students, Savannah Richards and Taj McIntosh, were selected to represent the school in 'Dance Elite', a community of Schools initiative.

Students in Years 3–6 attended a matinee performance of the annual Hastings Secondary College musical.

The whole school sang 'Let It Play' as they joined thousands of students in the Music Count Us In program.

Students from all classes took advantage of the opportunity to host the 'School's Out' community radio station program in Wauchope, gaining further valuable experience in public speaking.

The 'HATCH' band, representing students from the Hastings Valley Community of Schools, performed a concert for the school community. A visiting performance, 'Let's Stamp Out Bullying', provided students with strategies to prevent bullying through the use of puppets and drama.

Stage 3 students were invited to attend a North Coast Debating Workshop in Term 2. The students benefitted from the expertise of the department's most senior adjudicators and coaches. All aspects of debating were covered, including definition, rebuttal, speakers' roles and arguments & examples as well as a number of games and activities.

All students K–6 participated in a public speaking program and this culminated with the Tacking Point Lions' Club competition in Term 4.

A Talent Quest in Term 4 allowed students to showcase their skills in creative arts.

Environmental Education

Recycling programs are a feature of our school. Various council bins are available to promote the appropriate disposal of all rubbish. Paper and cardboard recycling tubs are located in all classrooms and students are encouraged to utilise these to dispose of all paper materials. All food scraps are collected in identified bins and used to feed chickens. Plastic containers with numbers 1–7 are placed in the yellow bins for recycling.

All students participated in the Environmental Education program, 'All Packaged Out' conducted by staff from the local council. After identifying the types of packaging their homes and schools generate, students explored ways to reduce the packaging they consume, lessening their waste to landfill and their impact on our local environment.

Sport

Throughout 2016 Telegraph Point Public School students were involved in an extensive range of both individual and team sporting events. Emphasis on promoting good sportsmanship, skill development, participation, fun and showing a positive attitude towards sport and an active lifestyle were key features of our sporting program.

All students were involved in the annual school athletics carnival. Twenty–two students represented the school at the district carnival and six continued to zone level. Erin Simpson, Bobbi Ward, Levi Ward and Tyler Moors competed at the regional carnival in Coffs Harbour. Tyler qualified for the State Athletics in discus.

Our swimming and cross–country carnivals were highly successful with several students progressing to district level carnivals. Year 5 student Bobbi Ward was successful in reaching the North Coast Cross Country.

Teams were entered into a variety of PSSA knockout competitions throughout the year. These included competitions for boys' and girls' soccer, boys' and girls' touch football and boys' cricket.

Telegraph Point Public School's netball team entered the NSW Netball Cup, coming 2nd in our district competition against the Macleay district schools.

Our daily fitness program promotes healthy, active

lifestyles. All students participated in daily fitness activities including cross–country training, Jump Rope, fundamental movement skills and dancing.

Students from Years 1–6 were involved in a 10 day Intensive Swimming, Water Safety and Lifesaving Program. Involvement in this program has developed and improved students' swimming and water safety skills. It has also seen an overall improvement in the participation of students at our annual swimming carnival.

The Sporting Schools Program provided opportunities for students to receive expert coaching in sporting activities and to further develop their fundamental movement skills. This program was conducted one day per week for five weeks during Terms 1 – 3. Sports offered in 2016 were athletics, rugby league and gymnastics.

Gala Days for T20 cricket, and touch football, along with a rugby league coaching clinic, provided additional opportunities for our students to develop their teamwork and sports skills throughout the year.