

Terara Public School Annual Report



2016



3185

Introduction

The Annual Report for 2017 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 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.

Deborah Sansom

Principal

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School background

School vision statement

To provide students with the skills, values and attitudes to excel in their future and contribute positively to society. Guided by highly trained teachers, students will develop skills to think critically, and realise their potential.

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 Worrigeo.

The school's enrolments have remained steady in recent years with approximately 85 students across 4 multi-aged classes. In 2016, 5% of students are Aboriginal.

There has been a high turnover of teaching staff this year, due to retirement and promotion and it is expected that changes to staffing will continue in coming years as current teachers approach retirement and temporary positions are filled with permanent staff. For this reason, it is critical that succession planning and professional learning are constantly revised within the framework of this three year plan to cater for the changing needs of staff.

The school maintains an excellent relationship and reputation from within 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 and safety, all of which help provide a culture of success.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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.

Although there has been a high turnover of staff since the original 2015 school plan, the school continues to improve and prosper in all three domains of Learning, Teaching and Leading.

The learning culture of the school continues to foster positive, respectful relationships among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

Curriculum delivery integrates technology into a wide range of learning situations, supported by the purchase of a class set of iPads and laptop computers and an upgrading of the wifi network. Targeted Teacher Professional Learning has led to greater teacher expertise in differentiating the curriculum to better meet the needs of individual students. The school achieves good value-added results, however, this is an area that we will target for further improvement in 2017 and beyond.

Teacher Professional Learning has improved the capacity of staff to analyse internal and external assessment data to monitor, track and report on student and school performance and to inform key decisions on school directions.

The school's leadership strategy has resulted in the identification of staff strengths and areas of expertise and provided opportunities for staff to work collaboratively to improve wellbeing and student learning outcomes. A new staff member with expertise in technology was recruited to provide leadership and strengthen professional learning in this crucial area.

Our teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas and demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work collaboratively to deliver a wide range of activities beyond the classroom, contributing to high engagement of students in their learning experiences.

Our school community is engaged in a wide range of school activities and is positive about educational provision. Strong leadership in our Parents and Citizens Association provides opportunities for parents and community members to support school programs in a variety of ways.

Our school has strong links with other schools throughout the Shoalhaven Learning Network and is active in the local Small Schools Network to create a wide range of academic and sporting opportunities for students and to capitalise on professional learning opportunities and strengthen collegial relationships between staff. Our links with the University of Wollongong and a range of other universities provides opportunities for staff leadership in supervising and mentoring trainee teachers to develop proficiency in their teaching practice.

In the domain of Leading, the school is delivering across all elements. The school demonstrates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school leadership has ensured that monitoring, evaluation and review processes are embedded and undertaken routinely so that we can continue to improve in our educational delivery. The school's financial and physical resources and facilities are well maintained and provide a safe environment that supports learning. Our organisational structure enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. Physical learning spaces throughout the school are used flexibly, and technology is accessible to staff and students.

Our self-assessment 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

Expert Teaching Team

Purpose

To build a culture of commitment to expert teaching and develop the capacity of teachers to explicitly plan and actively reflect on quality teaching programs which have high expectations and address the needs of all students.

Overall summary of progress

100% of teachers developed Professional Learning Plans which reflected the directions of the school plan. Teachers undertook professional learning which resulted in greater differentiation, accommodations and adjustments in their programming and improved pedagogical practices. However, there was a significant turnover of staff during 2016 resulting in the refocusing of some goals and teacher professional learning needs throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching programs are differentiated to meet the needs of all learners and assessment is used to drive teaching.	Teachers reported improved understanding of the literacy and numeracy continuums, and improved ability to plot students on the continuums in preparation for differentiating their learning. All class programs showed evidence of planning for differentiated learning. L3 was implemented in ES1 and S1 classes.	L3 Training (TPL funds) TENS Training (TPL funds) Mathematics Building Blocks for Numeracy online course
All teachers use the Quality Teaching Framework and the Australian Professional Teaching Standards to develop professional learning goals aligned to the school plan.	All teachers engaged in the process of using the Quality Teaching Framework and the Australian Professional Teaching Standards to develop professional learning plans which focused on Quality Teaching, assessment, differentiation and leadership.	

Next Steps

In 2017 we will need to re-evaluate the professional learning needs of staff due to the significant staff turnover and determine what resources will be required to fulfil their needs. We will begin by familiarising new staff members with the school plan, renegotiating professional learning goals for remaining staff members and establishing professional learning goals for new staff members in line with the school plan.

Strategic Direction 2

Life Long Learners

Purpose

To create learners who think critically, reflect, analyse and work collaboratively to make sense of their world. Students will engage in meaningful learning opportunities to make real-world connections.

Overall summary of progress

Students participated in a variety of school activities designed to engage and develop them in all areas. They demonstrated progression towards taking ownership of their learning by participating in goal setting and articulating their improvement. Goal setting continued to be a focus throughout the year with new staff participating in training and mentoring to teach students how to develop their own learning goals according to personalised learning styles.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All primary students demonstrate an awareness of their own learning styles and develop personal learning goals accordingly.	All primary students set learning goals relevant to their learning needs and reflected on their achievement.	
100% of students demonstrate growth in school based assessments.	100% of students were able to demonstrate growth along the learning continuums and in class assessments. Students in ES1 and S1, particularly, showed good growth in reading assessments.	

Next Steps

Further exploration of learning styles is required to broaden students' understandings of how they learn best. Student goal setting needs to expand to encompass more learning areas and drive student learning. Teachers will focus on "I can" statements for students, linking their learning to progressing along the literacy and numeracy continuums. School based assessments will feature pre and post tests to clearly delineate learning within a unit of work.

Strategic Direction 3

Leadership At All Levels

Purpose

To foster a shared responsibility for student engagement and learning by developing the leadership capabilities of all stakeholders, with a focus on whole-school improvement and student achievement.

Overall summary of progress

Although there was a change of leadership, with a Relieving Principal in place for 2016 and a significant turnover of staff, the leadership strategy remained on track. Teachers developed professional learning goals aligned to the school plan and undertook additional areas of responsibility. School leadership areas were not formalised but were created for specific purposes within the school, such as Positive Behaviours for Learning, student leadership and Teacher Professional Learning/mentoring.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Number of parents attending and actively participating in P&C meetings will increase by 30% from the 2014 average of 7.	There was a moderate increase in attendance at P&C meetings throughout 2016 through promotion of their activities and meeting times. P&C members were invited to participate in school decision making and contribute feedback on a wide variety of school plans and activities through discussion and consultation at P&C meetings. All executive positions were filled at the AGM and executive members provided strong leadership across a range of P&C activities.	
100% of teachers designing, facilitating or leading at least 2 school programs or initiatives within and beyond the school.	All teaching staff took on leadership roles, articulated in their Professional Learning Plans, across a range of school programs and initiatives. Teachers led a variety of extra-curricular and curricular areas including literacy, numeracy, performing arts and sport as well as areas of Teacher Professional Learning.	
80% of Stage 3 students identify growth in leadership skills through school surveys and focus groups.	Stage 3 students participated in a range of leadership activities to develop confidence, initiative and creative problem solving abilities. Year 5 students focused on communicating and promoting their leadership capabilities as candidates for school leadership positions for 2017.	

Next Steps

Due to a significant turnover of staff during 2016 and the likelihood of future significant staff turnover, the initiative to foster distributive leadership within the staff will remain a priority. New staff will be mentored and supported to take on a variety of leadership roles to fulfil specific purposes and needs within the school and to further their professional growth. Student leadership will continue to be fostered through a range of initiatives including the Small Schools Student Leadership Day and in school initiatives to provide processes for the student voice to be heard, considered and valued. We will continue to support and promote school community leadership in supporting and developing partnerships with the school through the P&C Association.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • Consultation with parents of Aboriginal students to support learning and completion of their Personalised Learning Plans • Targeted literacy and numeracy support for all Aboriginal students • Resources to promote Aboriginal education throughout the school • Resources to support learning for Aboriginal students 	\$3953.00 RAM Equity funding – Aboriginal • (\$0.00)
Low level adjustment for disability	<ul style="list-style-type: none"> • School Learning Support Officers employed to support students in need of adjustments • Regular funding and timetabling reviews conducted by the Learning and Support Team • Integration meetings held to provide transfer of information between parents and class teachers 	\$3770.00 RAM Equity funding – Disability
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Peer lesson observations conducted, resulting in improved teaching practice and greater professional dialogue and teacher reflection • Staff upskilled in a range of Quality Teaching programs such as L3 and TENS through TPL and mentoring. 	\$3061.00 QTSS funds plus Professional Learning funds.
Socio-economic background	<ul style="list-style-type: none"> • Part-time teacher employed to provide additional literacy support for students • School Learning Support Officers employed to provide additional literacy and numeracy support for students • Extra-curricula/enrichment activities provided to strengthen student engagement 	\$6507.00 RAM Equity funds – Socio-economic

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	39	34	39	31
Girls	46	49	46	48

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.1	97.2	96	93
1	96.6	95.9	96.5	94.8
2	96.8	96.1	93.7	96.6
3	94.2	96.1	95.6	94.6
4	95.9	93.6	95.5	94
5	96.3	95.6	95	94
6	94.6	96.6	94.4	91.1
All Years	96	96.1	95.4	94.4
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

Management of non-attendance

The attendance profile for Terara Public School shows the average attendance to be above the NSW DoE state average. Encouraging regular attendance is a core school responsibility. Regular articles are published in the school newsletter, explaining the importance of regular attendance for students. Teachers implement programs and practices to address attendance issues when they arise and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. Class rolls are marked daily and monitored regularly by the class teachers for patterns of students' partial or non-attendance. The Principal monitors the attendance of students in conjunction with the Learning Support Team. If a

concern is identified, the team works with the student, parent and class teacher to improve attendance. Parents are contacted by the school and informed of their responsibility to ensure children attend school regularly. The support of the Home School Liaison Officer is sought if required.

Class sizes

Class	Total
K/1	18
1/2	21
3/4	22
5/6	18

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	3.34
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration & Support Staff	1.42
Other Positions	0.03

*Full Time Equivalent

Terara PS currently has no staff members who identify as Aboriginal.

Workforce retention

There was a significant turnover of staff during 2016. Terara Public School had a Relieving Principal throughout the year. A permanent Principal was appointed in Term 4 and took up the position in mid December. A classroom teacher gained promotion to Assistant Principal at another school, commencing in Term 3 and was replaced with a temporary teacher. Another classroom teacher took leave, pending retirement, at the end of Term 1 and was replaced with a temporary teacher for the remainder of the year. Another classroom teacher took leave, pending retirement, for the entire year and was replaced with a temporary teacher. A permanent teacher was appointed through merit selection to commence at the beginning of 2017.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

- funding principal release to support school improvement; and
- professional learning and feedback on the development of individual professional development plans (PDP) for all teaching staff.

Two temporary teachers worked towards maintaining proficiency as part of their five year maintenance period.

Professional learning and teacher accreditation

Dedicated professional learning funds, supplemented by school funds and funding through the Quality Teaching Successful Students (QTSS) initiative were used to support teachers in 2016. A total of \$10851.00 was spent on professional learning this year. Funds were used in the following ways:

- *'Train the Trainer'* professional learning in TEN (numeracy) for one teacher who then worked with the Early Stage One and Stage One teachers to begin implementation of this program in classes;
- Language, Learning and Literacy (L3) training for two teachers to continue implementation of this program in Early Stage One and Stage One classes.
- professional learning on the Quality Teaching Framework, Australian Professional Teaching Standards, and Consistent Teacher Judgement for all teachers, to ensure best practice.
- Extended staff meetings for all teachers to participate in the online course Mathematics: Building Blocks for Numeracy;
- release for teachers and associated costs to attend courses in areas such as literacy, numeracy, public speaking and sport as well as professional learning in understanding autism in the classroom ;
- school development days based on the new history and geography curriculum documents;
- collaboration by stage teams in the development of units of study in history and geography;
- staff meetings to examine research on learning styles and empowering students to recognise their own preferred learning styles;
- mandatory training in anaphylaxis, cardiopulmonary resuscitation (CPR), child protection and Code of Conduct;
- LMBR training for administrative staff and the principal;
- Professional learning for the principal in Growth Coaching to lead staff in setting Professional Learning Goals
- One teacher attended courses on maintenance and applications of iPads in the classroom environment which was then shared at staff meetings with all teachers;
- unpacking the School Excellence Framework and developing an understanding of what constitutes evidence of impact
- supporting teachers to observe one another's classrooms, to strengthen relationships and identify new teaching strategies;

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	53 215.08
Global funds	86 566.12
Tied funds	107 416.66
School & community sources	28 542.59
Interest	1 195.05
Trust receipts	3 319.50
Canteen	0.00
Total income	280 255.00
Expenditure	
Teaching & learning	
Key learning areas	13 384.30
Excursions	2 371.55
Extracurricular dissections	11 590.02
Library	698.38
Training & development	1 261.82
Tied funds	80 019.91
Short term relief	15 764.62
Administration & office	36 708.04
School-operated canteen	0.00
Utilities	9 654.53
Maintenance	7 013.93
Trust accounts	3 004.00
Capital programs	13 461.05
Total expenditure	194 932.15
Balance carried forward	85 322.85

	2016 Actual (\$)
Opening Balance	0.00
Revenue	92 209.82
(2a) Appropriation	85 322.85
(2b) Sale of Goods and Services	112.00
(2c) Grants and Contributions	6 712.00
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	62.97
Expenses	-53 436.56
Recurrent Expenses	-53 436.56
(3a) Employee Related	-34 988.16
(3b) Operating Expenses	-18 448.40
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	38 773.26
Balance Carried Forward	38 773.26

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Base Total	688 562.00
Base Per Capita	4 590.88
Base Location	2 117.00
Other Base	681 854.12
Equity Total	34 633.35
Equity Aboriginal	3 952.55
Equity Socio economic	6 506.63
Equity Language	0.00
Equity Disability	24 174.18
Targeted Total	29 720.01
Other Total	4 397.63
Grand Total	757 312.99

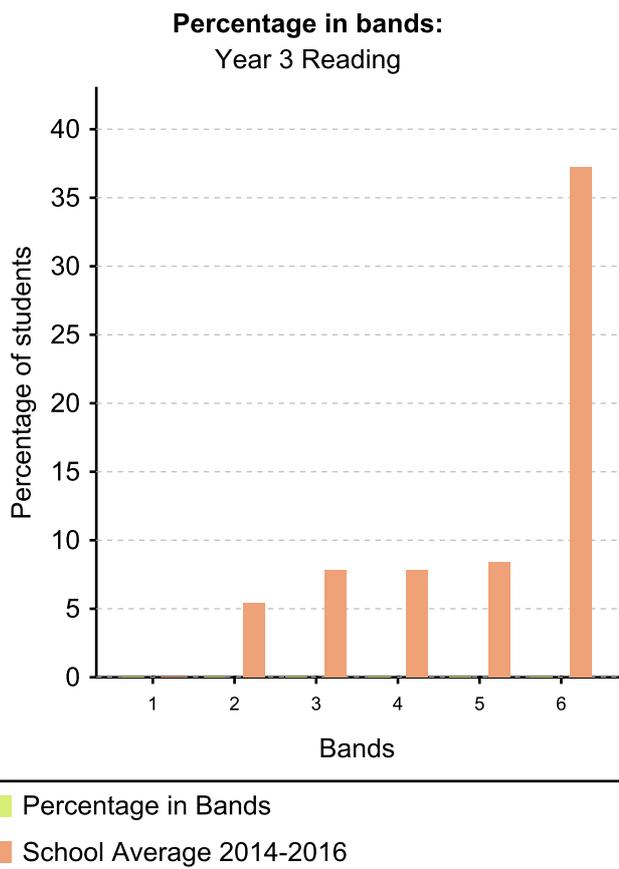
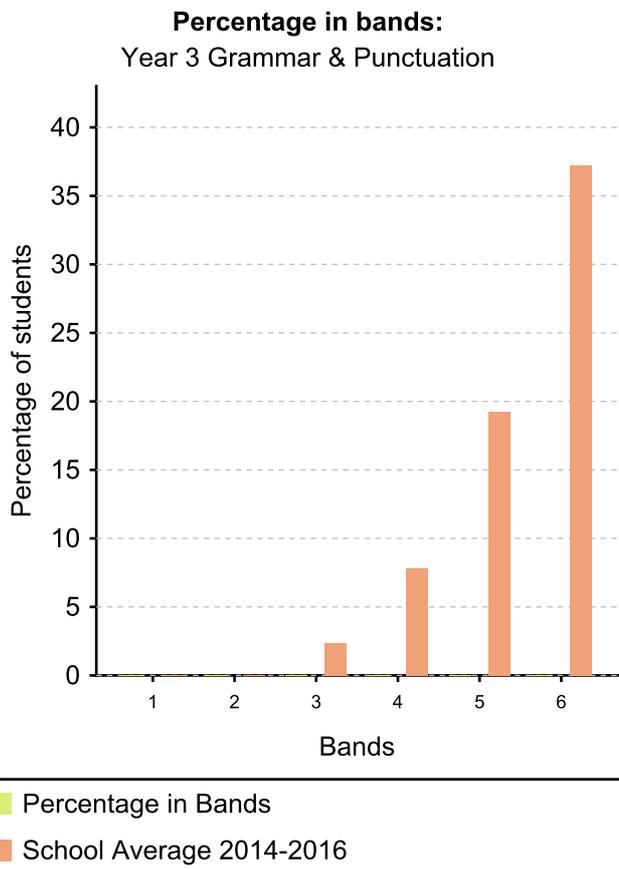
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

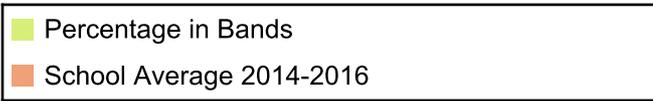
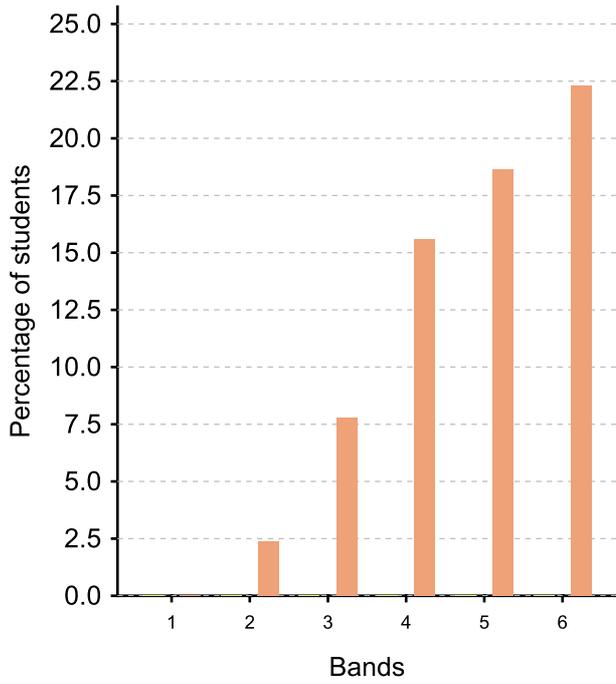
NAPLAN

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.

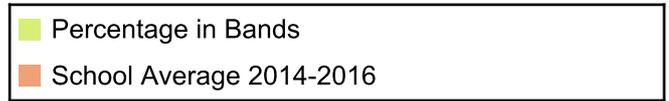
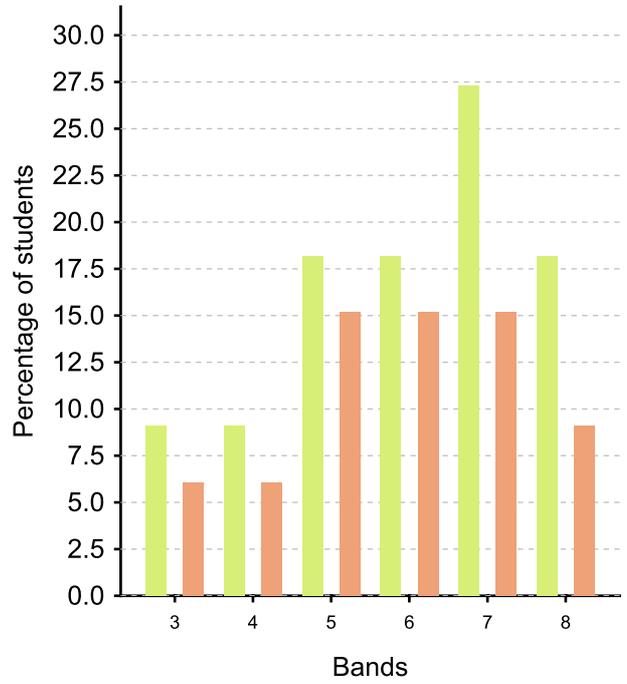
Year 5 Literacy averages are above the state averages in reading and writing and above Department of Education school averages in spelling and grammar and punctuation. Year 5 results in writing show a steady average improvement overall, however, no students have scored in the top band over the last three years. The Year 3 average in grammar and punctuation is above the state average. Due to the small number of students in the Year 3 cohort, the percentage in bands is not displayed.



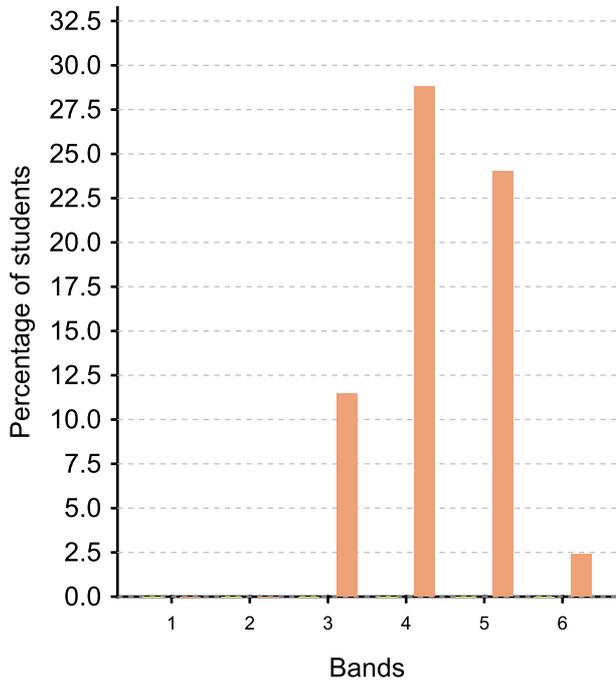
Percentage in bands:
Year 3 Spelling



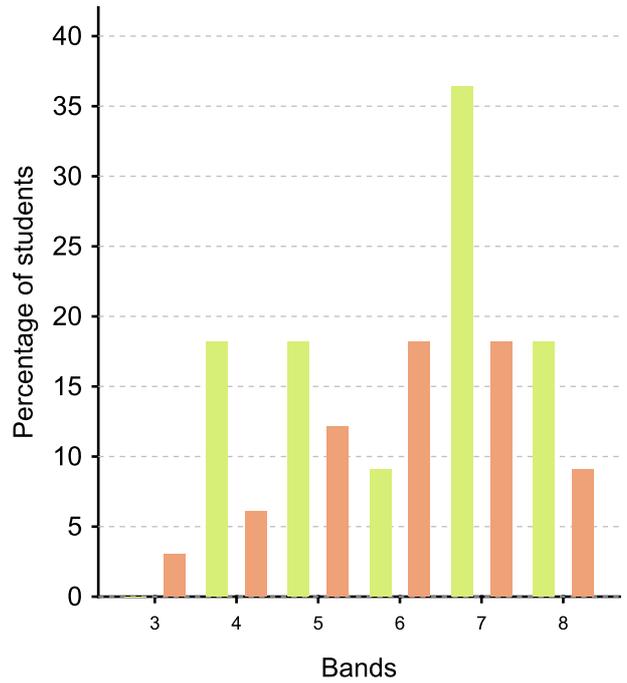
Percentage in bands:
Year 5 Reading



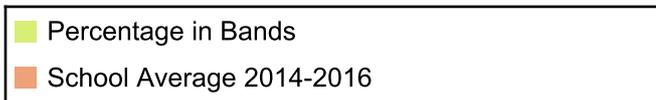
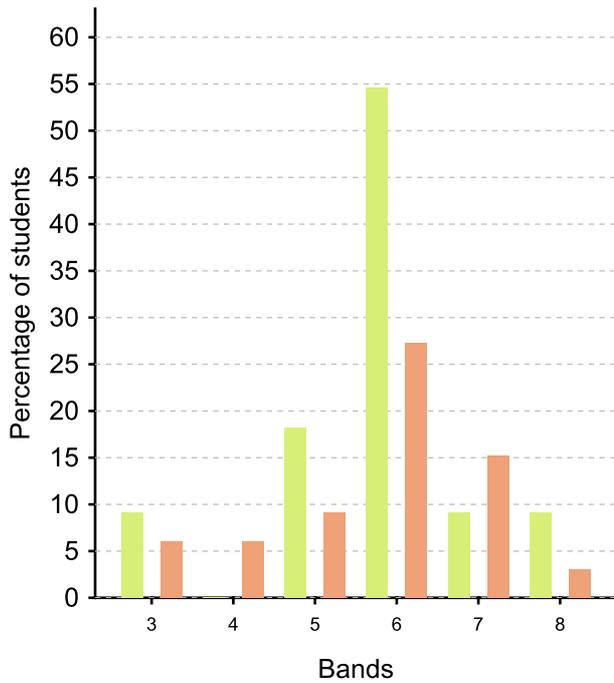
Percentage in bands:
Year 3 Writing



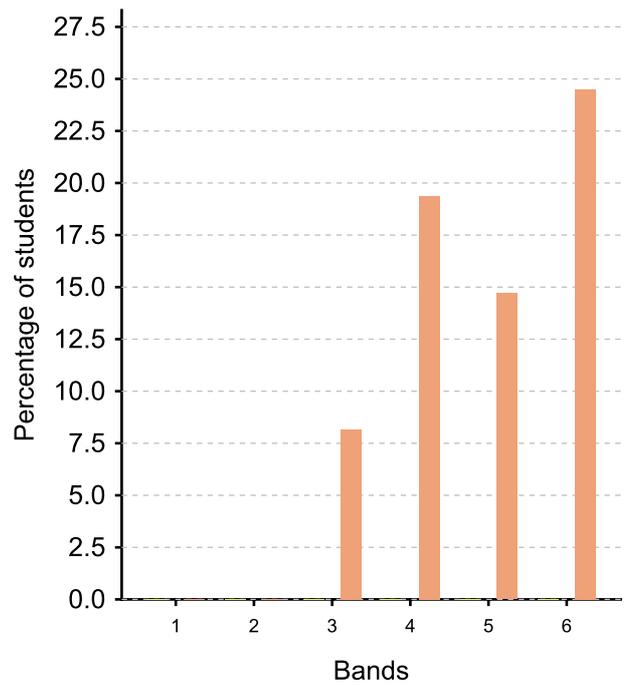
Percentage in bands:
Year 5 Grammar & Punctuation



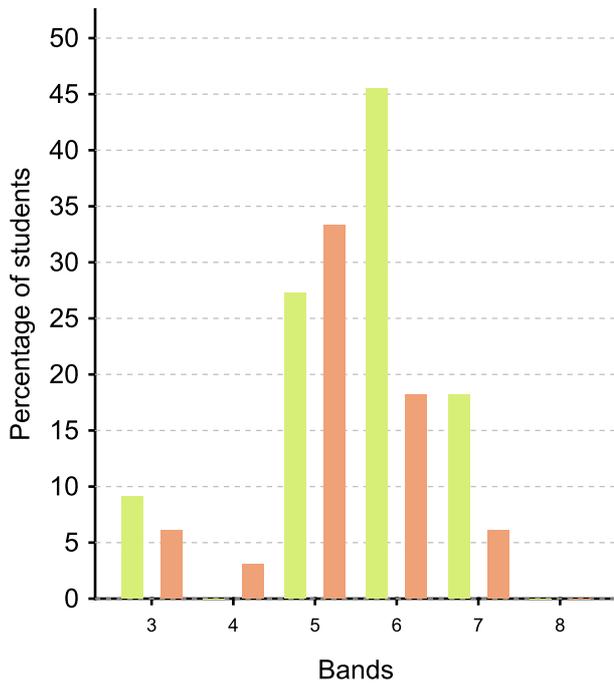
Percentage in bands:
Year 5 Spelling



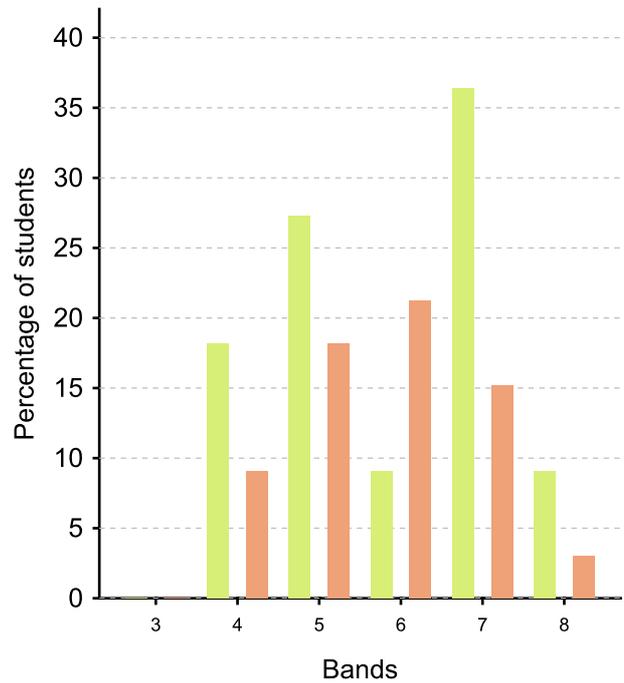
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Year 3 and 5 average scores in numeracy are above state averages. Due to the small number of students in the Year 3 cohort, the percentage in bands is not displayed.

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.>

Due to reporting requirements specified in the Commonwealth Schools Assistance Regulations 2005, we are unable to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands as there are less than 10 Aboriginal students in each cohort.

Parent/caregiver, student, teacher satisfaction

At Terara Public School we used elements from the School Excellence Framework as a basis for surveys.

- 100% of staff understand and agree student engagement and learning are very closely linked.
- 100% of staff reported they regularly review and revise teaching and learning programs.
- 100% of staff felt positive, respectful relationships exist amongst students, staff and parents.
- 89% of parents agreed the school community works collectively to enrich student learning and success with high levels of student staff and community engagement.
- 80% of parents agreed the school provides a range of extra-curricular offerings for student development that are consistent with the school's priorities.
- 80% of parents agreed Student Reports contain detailed information about individual student learning achievement and areas of growth that are easily read and are useful for parent/ teacher interviews.
- 85% of students (Years 3–6) agreed the school provides a range of opportunities for students to connect, succeed and thrive in their classroom learning environment.
- 85% of students agreed the school encourages students to recognise and respect cultural identity and diversity.
- 90% of students could state the school's PBL values of Safety, Responsibility and Respect.

The opinions of staff, parents and students were gathered through staff meetings, parent focus groups, student forums and straw polls.

Policy requirements

Aboriginal education

Aboriginal perspectives are embedded in the curriculum and are taught in all Key Learning Areas at Terara Public School. Aboriginal culture is celebrated during NAIDOC Week each year through a range of activities such as story telling, games, art & crafts and science. All Aboriginal students have a Personalised Learning Plan which has been developed collaboratively between the class teacher, the student and the parents.

Multicultural and anti-racism education

Anti-racism procedures are embedded in the School Code of Conduct and anti-bullying plan. Incidents which have a base in racism are referred to our school anti-racism officer and issues are dealt with following these procedures.

Students in all years participated in activities designed to enhance knowledge and understanding about Australia's multicultural society and Students in Years 3

– 6 participated in the 2015 Multicultural Public Speaking Competition. Students learned about how to write persuasive speeches and used the topic list from the competition to inform their research.

Teachers embed multicultural and anti-racism education into their teaching and learning programs in accordance with syllabus requirements.