

Toormina Public School Annual Report



2016



4506

School background

School vision statement

Toormina Public School strives to provide a learning environment that nurtures, guides, inspires and challenges all students so that they become life-long learners with the skills and understandings that help them to make sense of the world.

Each individual child will be known and understood so that their individual wellbeing, passion and potential can be met through high quality, evidenced-based teaching and learning.

We believe our community is an important part of the school learning environment, contributing to a school culture where it contributes to high expectations whom share a responsibility for the engagement, learning, development and success for all students.

School context

Toormina Public School is on the Mid North Coast of New South Wales. There are 273 students, 56 of whom identify as Aboriginal. Teaching and learning draw on the diversity of student and staff strengths by encouraging all students to develop their potential in a purposeful environment.

2 staff members are at proficient level of accreditation while the majority are experienced teachers. 3 staff members are engaging with the Australian Professional teaching standards to achieve proficiency including a newly appointed Aboriginal Teacher. 2 staff members hold post graduate qualifications.

The school has modern facilities including an innovative technology suite, wonderful sporting opportunities, it offers excellence in creative and performing arts, an opportunity class for teaching gifted and talented students, a dedicated focus on literacy and numeracy and a climate that provides a foundation for lifelong learning and pastoral care. Quality Teaching and Learning is a major focus within the school.

We are one of 229 schools trialling Local Schools, Local decisions– a reform for new school systems of Student Management and Finance. In 2015 the school moved to the RAM funding allocation that includes the management of funds locally and provides equity funding for students of socio-economic background, Aboriginal background, English language proficiency, Low level adjustment for disability and Location.

The school has received finance from Priority School Funding Program since 2009. We participated in the Next Steps initiative to support 'closing the gap' in education for our indigenous students. The school has been supported by funding from Improving Literacy Numeracy National Partnerships Initiative (ILNPN) which was used to target improved Reading and Comprehension for students in K-1 because we believe in developing strong foundations.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

In the domain of Learning, our efforts have focused primarily on learning culture, curriculum and learning and assessment and reporting. The strong performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of ongoing progress. The fundamental importance of curriculum and learning has seen an increased involvement of students and parents in planning to support students as they progress through stages of education. Over the past year the school has worked towards developing explicit processes to collect and analyse student data. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

Our major focus in the domain of Teaching has been effective classroom practice with the school leadership team demonstrating instructional leadership, mentoring and observations to promote and model effective, evidence based practice. This has been evident in the introduction of Quality Teaching Rounds.

In the domain of Leading, our priorities have been to improve management practices and processes. The school is working towards improving opportunities for students and the community to provide constructive feedback on school practices and procedures as well as improving communication processes to strengthen parental engagement.

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>

For schools participating in external validation processes:

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.

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

Learning for Success

Purpose

To engage students in learning that connects with the individual needs of all students and develops the vital skills that will help them to thrive and succeed.

Overall summary of progress

During 2016 Toormina Public School planned to:

- align quality teaching practice with evidence based teaching
- demonstrated continued growth in Reading and EAS for all students
- utilise student feedback to inform future teaching and learning

As a result, all teachers engaged in lesson observation processes with a focus on quality teaching and evidence based practices, for example; Quality Teaching Rounds. All teachers use PLAN data to inform teaching and learning programs meeting the needs of individual students. Resources have been utilised to support student achievements in Early Arithmetic Strategies (EAS).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Aligning quality teaching practice with evidence based teaching that supports the Literacy and Numeracy continuums	<ul style="list-style-type: none">• 100% of teachers engaged in evidence-based teaching and QT practice.• K-6 continued teaching differentiated Reading programs• 100% of teachers are utilising PLAN data to inform teaching and learning, support programs and focus areas• Creation of whole school scope and sequence based on syllabus for all content areas.• Development of quality assessment tasks in Numeracy for K-6.• Purchase of MiniLit program and staff training	\$43000 (equity)
To continue to demonstrate 100% growth in Reading and Early Arithmetical Strategies for all students	<ul style="list-style-type: none">• Every student K-6 was able to demonstrate growth in Reading in 2016.• Mathletics online learning program was purchased and implemented to support differentiated numeracy sessions.• 90% of students recorded growth in EAS in 2016	\$54000 (equity)
Utilising student reflection and feedback to inform future teaching and learning	<ul style="list-style-type: none">• K-6 staff participated in PL on providing effective feedback and growth mindset using student self reflection. Opportunities for sharing reflective tools and resources were given.	

Next Steps

To provide additional professional learning for staff on evidence based teaching and learning including STEM, Project Based Learning and differentiation strategies.

Continue to track and monitor students literacy and numeracy cluster levels and PM levels from K–6 at the end of each term.

Provide resources for teachers including Early Action for Success K–2, Super Six comprehension strategies, Balanced Numeracy lessons, quality leadership, personalised teaching and tiered interventions for improvement.

Provide teachers with professional learning involving the QTF, quality assessment and CTJ, analysis of data and coding to focus on teaching practice and student engagement.

Strategic Direction 2

Teaching for Success

Purpose

To ensure all teachers are able to learn about, implement, reflect on, and sustain high quality, evidence-based teaching practices.

Overall summary of progress

During 2016 Toormina Public School planned to:

- Engage all teachers in Peer Observations linked to Quality Teaching Practices
- Implement a differentiated curriculum in Literacy and Numeracy
- Engage all teachers in self reflection on Quality Teaching Practice and Professional Development Plans
- Collaborate within teaching teams for consistent teacher judgement in Literacy and Numeracy

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers set and reflect on PDP goals that support the schools Strategic Directions, SEF and Professional Teaching Standards	<ul style="list-style-type: none">• All staff planned their PDP goals with an executive staff member in Term 1.• The staff PDP goals were mapped against the School Plan, School Excellence Framework and the Professional Teaching Standards.• Professional Learning was developed to support staff PDP goals.• Executive worked with staff to reflect on PDP goals.• Peer Observation goals were linked to PDP goals – feedback from peer observation was used to support success of PDP goal.• 100% of teachers were able to achieve their PDP goals.	\$900
Teachers work collaboratively with colleagues using a Peer Observation model to evaluate and reflect on their own quality teaching practices	<ul style="list-style-type: none">• Professional Learning outlined the Peer Observation model to all staff.• Staff chose a colleague to work with on a professional goal to improve their teaching practice.• 100% of teachers engaged in the peer observation model.• Staff provided written feedback on the Peer Observations.• Staff analysed their own feedback and wrote a reflection on what strategies they would implement to refine their current teaching practice.	\$40000 (equity)

Next Steps

In 2017 Toormina Public School plans to build on the implementation of Quality Teaching Rounds to engage a greater number of teachers in quality teaching coding.

We will also collaborate with teachers across schools to develop an increased understanding of consistent teacher judgement in Literacy and Numeracy.

Strategic Direction 3

Leading to Success

Purpose

To develop a nurturing and inclusive school culture that builds the leadership capabilities of students, staff and community members to become confident and collaborative thinkers contributing to high expectations towards a strong culture of school improvement.

Overall summary of progress

During 2016 Toormina Public School planned to:

- Implement effective Professional Learning for staff on student wellbeing
- Support student wellbeing K–6 through implementation of programs such as Rock and Water, Social Skills withdrawal program and working with an Occupational Therapist to implement Zones of Regulation program
- Participate in whole school Positive Behaviour for Learning assessment
- Support staff in accreditation and shared leadership opportunities
- Continue to build and maintain positive image throughout our community

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students are connected to their learning, they have positive and respectful relationships and experience a sense of belonging to their school and community. Students are supported and empowered to connect, succeed and thrive	<ul style="list-style-type: none"> • Student leadership development and training of Toormi Mentors • School Representative Council/leadership team was formed and held meetings to support student needs • Sports captains elected to promote engagement in sports • Introduction of Change Agents to promote positive changes to school • A staff member received training in Rock and Water programs • PBL (Toormi Choices) professional learning conducted and implemented by all staff • Tools 4 Learning program successfully implemented for K–2 • Lunch programs were introduced for students with Minecraft club, sports teams, computer club and reflection room all supporting student wellbeing and leadership. 	\$10000
Staff are supported in gaining accreditation and/or provided with shared leadership opportunities in areas of their expertise	<ul style="list-style-type: none"> • A staff member was supported in gaining accreditation • Shared leadership opportunities were supported with collaborative development of programs including rock and water, PBL, autism support and wellbeing framework • Development and reviews of Professional Development Plans for all staff K–6 achieved • Active participation in stage meetings and shared professional learning sessions which were conducted by a range of staff members 	nil
Continue to build and maintain a positive image throughout our community	<ul style="list-style-type: none"> • Support of community support and media officer Elizabeth Paff and Vashti Broadbent. • Highlight of achievements in weekly newsletters, local newspaper articles, promotional video as well as Kindergarten transition video and support with local preschools. 	\$9000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
	<ul style="list-style-type: none">• Engaged students in community events such as Easter Hat parade, ANZAC march, preschool visits, high school transition, Parent/teacher/student interviews, NAIDOC week activities, Education week open day, Biggest crunch Prime News report with Woolworths, and participation in PSSA competitive sports day.• Staff, Parents and Students participated in a survey to assess community image in which 86% reported positive results.	

Next Steps

In 2017 Toormina Public School plans to build on our whole school Student Wellbeing practices to ensure students are connected to their learning and are empowered to connect, thrive and succeed.

Continue to build and maintain positive relationships within our community and promote the success of our students.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> – Attendance monitored and actioned improvement measures – IEPs formulated for all Aboriginal Students – Learning support provided to students with LaST in Literacy and Numeracy – Yarn ups conducted with supported attendance 	\$10000– See Strategic Direction 3
English language proficiency	<ul style="list-style-type: none"> –ELP teacher to liase with class teachers and provide support –Use data to identify levels of ELP students – Use SSO to support engagement of families in school community 	See Strategic Direction 1
Low level adjustment for disability	<ul style="list-style-type: none"> – Students selected for LaST/wellbeing programs based on informed data – SSO identifies student/families 	See Strategic Direction 1
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> – Staff PL developed and implemented to support school plan and school excellence framework (Strategic Direction 2) – Student wellbeing programs developed and implemented to support students k–2 (Strategic Direction 3) – Continue to promote school in local community – Support teacher professional learning with class support and lesson observations 	\$40,000
Socio–economic background	<ul style="list-style-type: none"> –Students selected for Learning Support and Wellbeing programs –SSO identifies students/families in need, liaises with staff – Schoolwide programs such as Toormi Mates, Mentors implemented. 	See Strategic Direction 3
Support for beginning teachers	<ul style="list-style-type: none"> – Teacher mentor supervises beginning teacher support program and accreditation. 	See Strategic direction 3
Targeted student support for refugees and new arrivals	<ul style="list-style-type: none"> – Monitor student data in literacy and numeracy and provide Language support through EASD teacher. – SSO to engage with families to support community engagement 	See Strategic Direction 3

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	147	150	150	145
Girls	144	142	138	130

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95	94	91.9	91.2
1	94.2	93.6	91.9	91.3
2	96	92.5	92.8	93.9
3	93.2	94.5	90.7	92.3
4	95.3	93.8	93.2	91.1
5	93.4	93.3	91.3	94.1
6	93.2	92.2	93.4	91
All Years	94.2	93.3	92.1	92.1
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	9.3
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration & Support Staff	2.72
Other Positions	2.5

*Full Time Equivalent

Toormina Public School has 2 staff members who identify as Aboriginal.

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	25

Professional learning and teacher accreditation

Over the course of 2016 all teaching staff undertook professional learning to build their capacity as leaders within the classroom and across the school. Teachers engaged in peer observations to reflect on and enhance quality teaching practices. All teaching and non teaching staff attended a Bill Rogers workshop on managing challenging behaviours. The executive team also attended Quality Teaching Rounds in Newcastle and engaged in the process during Term 3 and 4. Other opportunities for all teachers in professional learning included: School Excellence Framework, Wellbeing, High Expectations, Explicit Teaching, using data to inform practice and collaboration.

During 2016 1 permanent staff member and 1 temporary staff member was seeking accreditation.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2016 Actual (\$)
Opening Balance	252 949.71
Revenue	3 149 386.63
(2a) Appropriation	3 015 507.52
(2b) Sale of Goods and Services	55 327.54
(2c) Grants and Contributions	75 515.92
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	3 035.65
Expenses	-3 185 280.66
Recurrent Expenses	-3 185 280.66
(3a) Employee Related	-2 788 687.93
(3b) Operating Expenses	-396 592.73
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	-35 894.03
Balance Carried Forward	217 055.68

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	1 965 394.94
Base Per Capita	15 464.60
Base Location	3 134.00
Other Base	1 946 796.33
Equity Total	391 034.96
Equity Aboriginal	53 896.01
Equity Socio economic	157 420.38
Equity Language	35 927.30
Equity Disability	143 791.27
Targeted Total	145 130.29
Other Total	433 593.19
Grand Total	2 935 153.38

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

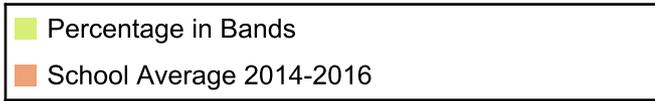
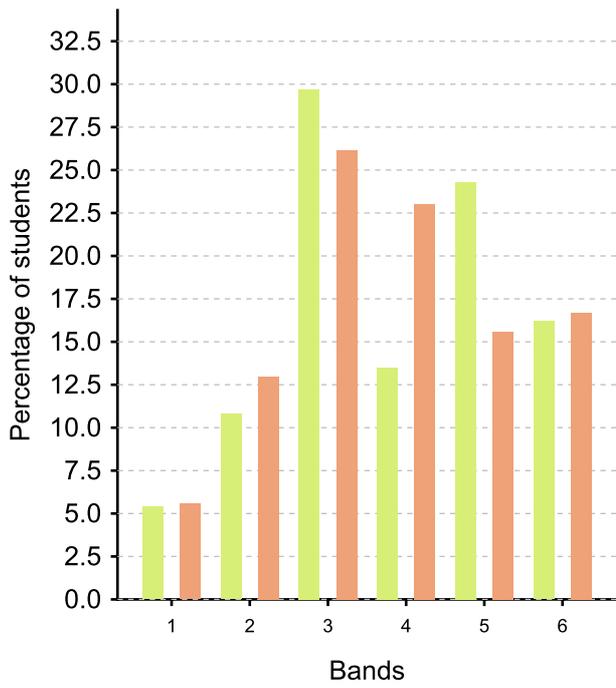
NAPLAN

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.

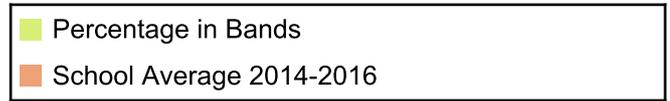
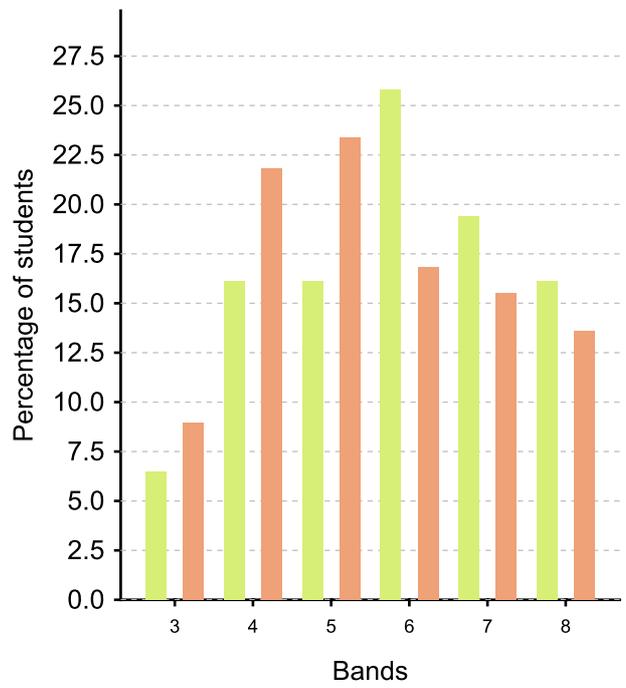
In Reading Year 3 students achieved a mean of 396.4 compared with a State mean of 429.0. Year 5 students achieved a mean of 497.2 compared with a State mean of 502.9.

In Writing Year 3 students achieved a mean of 391.8 compared with a State mean of 429.0. Year 5 students achieved a mean of 468.5 compared with a State mean of 477.6.

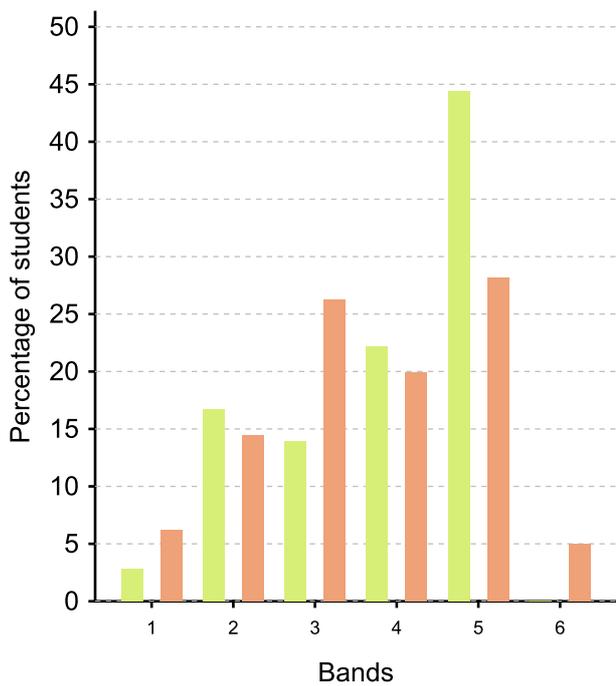
Percentage in bands:
Year 3 Reading



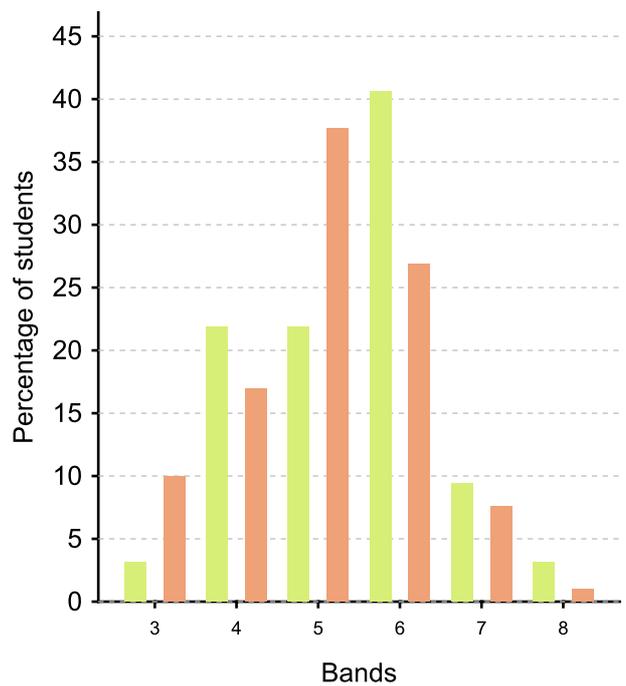
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Writing



In Numeracy Year students achieved a mean of 373.4 compared with a State mean of 406.7. Year 5 students achieved a mean of 484.8 compared with a State mean of 499.4.

Parent/caregiver, student, teacher satisfaction

The school community were surveyed in Term 4 2016. The survey encompassed statements and questions relating to the following School Excellence Framework elements: Learning, Wellbeing, Teaching and Leading.

Student Responses: Students from Year 3 – 6 were surveyed. The results include:

- 81% of students enjoy coming to school
- 92% of students feel safe at school
- 90% of students feel their teacher listens to their needs
- 95% of students feel their teacher cares about their learning
- 90% of students believe Toormina PS has a fair rewards system
- 94% of students believe their teacher is an expert teacher
- 95% of students believe their teachers finds interesting ways to teach
- 98% of students agree their teacher encourages them to learn
- 83% of students believe Toormina PS is the best school

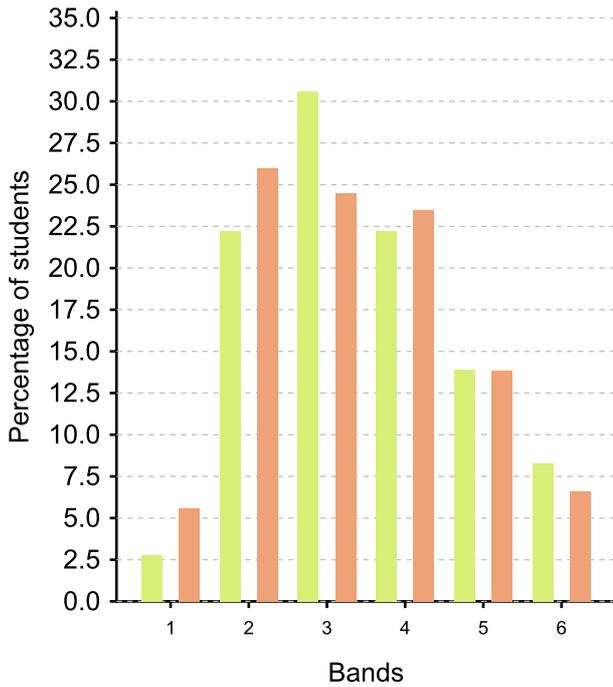
Parent Responses: 18% of families returned surveys. The results are include:

- 96% of students enjoy coming to school
- 89% of students feel safe at school
- 89% of students are happy at school
- 93% of parents feel valued by the school
- 82% of parents agree that Toormina PS projects a strong positive image within the local community
- 93% of parents believe Toormina PS has an effective rewards system
- 85% of parents believe Toormina PS has an effective discipline system
- 93% of parents gave Toormina PS an overall rating of 7 or above out of 10

Staff Responses: 100% of staff were surveyed. The results include:

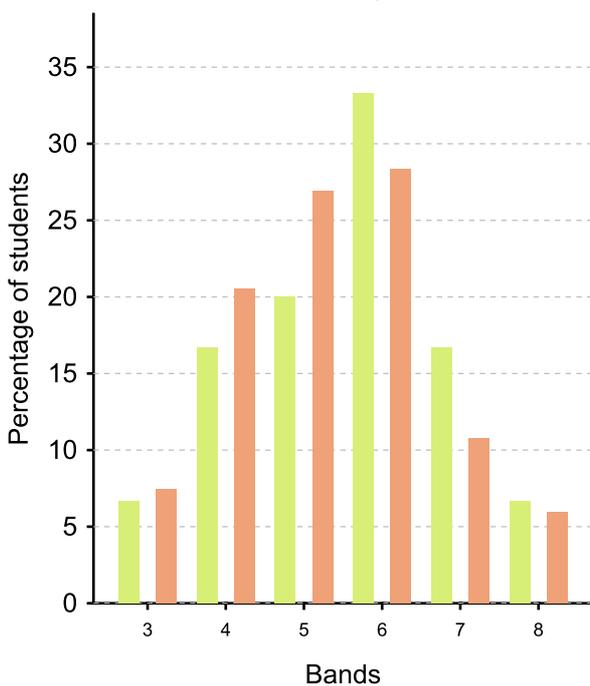
- 100% of staff believe that there is school wide, collective responsibility for student learning and success
- 92% of staff believe Toormina PS has positive and respectful relationships across the community
- 100% of staff believe Toormina PS has in place a comprehensive and inclusive framework to support students
- 50% of staff draw on and implement evidence–base research to improve their performance and development
- 92% of staff believe the school community is committed to the school's strategic directions and practices to achieve educational priorities
- 92% of staff believe the leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

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.

Policy requirements

Aboriginal education

Aboriginal Programs

Hearing and Vision screenings– Medical Practitioners from GALAMBILA ran vision and hearing health assessments during school hours, this process allowed for any students to be referred to for further assessments.

All kids being safe– A program designed to empower children in strategies and non-threatening ways to help them feel strong and stay safe in their communities. The program ran over 2 sessions with the first one focusing on students in years 1 & 2 and the second focusing on students in years 3 & 4.

AIME –Stage 3 students participated in sessions ran by AIME Coffs Harbour, as part of their schools mentoring program. Students engaged in a variety of cultural activities delivered in school.

RAWR– Aboriginal students in years K–6 have had the opportunity to participate in the Racing ahead with Reading Literacy program (RAWR) within the school. The program has seen increased achievement in all students participating.

NAIDOC Week 2016– NAIDOC week was a week of full of a variety of cultural activities. Our opening and closing ceremonies were ran by our Aboriginal student leaders. During the week parents/carers, and community members were welcomed and joined in during the various activities throughout the week of celebrations. Our year 3 and year 4 student participated in a cultural sessions as part of the school NAIDOC week event with activities ran by local Gumbaynggirr community members focusing on Language, Dance, and our boys participated in a didge lesson.

Yarn up Group– Our parent yarn up group has met twice a term to discuss activities happening within our school. Together we can plan effectively with parents and implement appropriate cultural activities suitable for all students from kindergarten through to year 6. Currently our Parent Yarn–Up group meetings are well attended and the parent/carers input within the school are most valued.

NORTA NORTA – The Norta Norta Program provides

support for targeted students to accelerate progress in student achievement, focusing in the key areas of literacy and numeracy to improve educational outcomes for aboriginal students.

Toormina Public School received funding for three students through the Norta Norta program during 2016. These three students have had the opportunity to engage in additional one–on–one working on individual learning goals. This program has been seen to have a positive outcome for all students towards individualised improvement.

Drumming –The Drumming group was expanded during 2016 after with an additional 6 new students from stage 2 and stage 3. The Drumming group performed as part of the Bongil Bongil community of schools Musicale in the take the leap production where they performed to a high standard.

Multicultural and anti-racism education

Choir continues to provide many opportunities for our students at Toormina Public School to extend their skill levels and experience new challenges in the performing arts. The 2016 Toormina Public School Choir was a combined choir, consisting of students from Years 3–6. They had a fantastic time performing for our local community during our schools education day, but the highlight has to be performing at The Park Beach Plaza Education Week Concert. This was an opportunity to perform alongside our dance group and other local primary schools. Our Toormina students had a fantastic time impressing their audience with a New Zealand indigenous song called "E I Hoa".

The whole school participated in Harmony Day activities celebrating cultural diversity and inclusivity. Students enjoyed dressing cultural attire. Classes participated in a range of engaging multicultural activities throughout the week.