

Terara Public School Annual Report



2017



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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Message from the Principal

Terara Public School has had a very successful year in 2017. Great teachers have delivered effective teaching and learning activities providing a broad range of learning for students, as well as our provision of extra–curricula activities such as: music tuition (guitar, piano and voice); successful performances in the Shoalhaven Eisteddfod and Music Festival and the Terara Country Music Festival; the Zoosnooze overnight excursion and a range of sporting activities and competitions.

The school has dramatically increased its emphasis on technology with the Bring Your Own Device (BYOD) program and thanks to the P&C, the purchase of many more laptops. Students in all grades regularly use technology effectively in their learning, developing vital skills for their future.

A great deal of building work, repairs and grounds improvements have been made to ensure that students have a safe, clean and inviting environment in which to learn. Many thanks to the parents who have contributed their labour to clean, repair, refurbish and improve the sports shed, hall, bell and gardens. Your assistance is very much appreciated.

Our students continue to shine in a vast range of endeavours and I look forward to seeing their future accomplishments in 2018.

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 Worrigeer.

The school's enrolments have remained steady in recent years with approximately 88 students across 4 multi-aged classes. In 2017, 6% of students are Aboriginal.

There has been a high turnover of teaching staff in recent years, 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.

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 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.

Learning

Culture: *In schools that excel, school culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning.*

The school's on-balance judgement for this element is: **Sustaining and Growing**

Wellbeing: *In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.*

The school's on-balance judgement for this element is: **Sustaining and Growing**

Curriculum and Learning: *In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.*

The school's on-balance judgement for this element is: **Delivering**

Assessment and Reporting: *In schools that excel, consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.*

The school's on-balance judgement for this element is: **Delivering**

Student Performance Measures: *In schools that excel, students consistently perform at high levels on external and internal school performance measures.*

The school's on-balance judgement for this element is: **Delivering**

Teaching

Effective Classroom Practice: *In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.*

The school's on-balance judgement for this element is: **Delivering**

Data Skills and Use: *In schools that excel, student assessment data are regularly used school-wide to identify student achievements and progress, in order to inform future school directions.*

The school's on-balance judgement for this element is: **Sustaining and Growing**

Collaborative Practice: *In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice.*

The school's on-balance judgement for this element is: **Delivering**

Learning and Development: *In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.*

The school's on-balance judgement for this element is: **Sustaining and Growing**

Professional Standards: *In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards.*

The school's on-balance judgement for this element is: **Sustaining and Growing**

Leading

Leadership: *In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.*

The school's on-balance judgement for this element is: **Delivering**

School Planning, Implementation and Reporting: *In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity.*

The school's on-balance judgement for this element is: **Delivering**

School Resources: *In schools that excel, resources are strategically used to achieve improved student outcomes.*

The school's on-balance judgement for this element is: **Sustaining and Growing**

Management Practices and Processes: *In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.*

The school's on-balance judgement for this element is: **Delivering**

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

In 2017 we re-evaluated the professional learning needs of staff due to the significant staff turnover and determined what resources would be required to fulfil their needs. We began by familiarising new staff members with the school plan, renegotiated professional learning goals for remaining staff members and established professional learning goals for new staff members in line with the school plan. Our new staff members brought particular skills, in areas such as technology, which we were able to draw upon to improve the expertise of all staff. We were also given the opportunity to train a staff member in Reading Recovery, further strengthening staff expertise. ES1 and S1 teachers continued their training in L3.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching programs are differentiated to meet the needs of all learners and assessment is used to drive teaching.	Teacher Professional Learning in L3 \$3000 QTSS \$1000	Comprehensive data on student progress and achievement is handed over for next year's teacher. Ongoing assessment is used to differentiate teaching programs and drive teaching.
All teachers use the Quality Teaching Framework and the Australian Professional Teaching Standards to develop professional learning goals aligned to the school plan.	QTSS funds	Goals based on the Teaching Standards and aligned to the school plan are set/revisited and staff are working towards achieving goals.

Next Steps

At the end of 2017, three out of the four classroom teaching positions were filled by temporary engagements. We expect that two of these positions will be filled with permanent teachers during 2018. Therefore, addressing the professional learning needs of staff will require ongoing adjustment to suit the needs of those appointed. The 2018 – 2020 school plan has identified the need to focus on integrating technology into teaching and learning, embedding formative assessment and improving writing skills across the school.

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

Student goal setting has expanded and encompasses more learning areas. It has begun to drive student learning, particularly in Stage 3. Teachers have focused on "I can" statements for students, linking their learning to progressing along the literacy and numeracy continuums. School based assessments have included pre and post tests to clearly delineate learning within a unit of work. In the latter part of the year, the students were introduced to Growth Mindset concepts. Feedback from staff and students indicates that this has improved student engagement and willingness to take on new challenges.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All primary students demonstrate an awareness of their own learning styles and develop personal learning goals accordingly.	QTSS funds	Student surveys on learning goals indicate students are more aware of their own learning needs and are improving in their confidence to achieve learning goals.
100% of students demonstrate growth in school based assessments.	QTSS funds	School based assessments in literacy and numeracy demonstrate that all students have achieved growth in their learning over the year.

Next Steps

The school plan for 2018 – 2020 has identified the need to develop future focused learners who have highly developed skills in creativity, cooperation, critical thinking and communication. Our school will also focus on Formative Assessment to improve teaching practice and student engagement, and on helping students to adopt a Growth Mindset and utilise technology effectively in their learning.

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

Due to the significant turnover of staff the initiative to foster distributive leadership within the staff remained a priority in 2017. New staff were 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. This included the formation of a Technology Committee who met regularly for professional learning and school planning, the Live Life Well at School initiative, Jump Rope for Heart, Tell Them From Me surveys and various other educational and sporting events.

Student leadership was fostered through a range of initiatives including the Student Representative Council, fundraising and leading lunch time activities for younger students, to provide leadership opportunities and processes for the student voice to be heard, considered and valued. Students suggested improvements to the school sports shed, resulting in a school community working bee and fundraising to upgrade and reline the building.

We continued to support and promote school community leadership through our partnership with the school P&C Association. The school staff worked hard to liaise with the P&C and to improve communication with parents regarding school and P&C activities and events. P&C meetings were well attended throughout the year and a wide range of parents were provided with opportunities to lead a variety of community and fund-raising events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Number of parents attending and actively participating in P&C meetings will increase by 30% from the 2014 average of 7.		There has been a 30% increase in the number of parents attending and actively participating in P&C meetings from the 2014 average of 7 to 9.125 in 2017.
100% of teachers designing, facilitating or leading at least 2 school programs or initiatives within and beyond the school.		All teachers designed, facilitated and/or led two or more school programs or initiatives throughout the year, providing a wide range of opportunities for students and staff and developing their leadership and organisational skills.
80% of Stage 3 students identify growth in leadership skills through school surveys and focus groups.		A survey of Stage 3 students in Term 4 of 2017 demonstrated that 100% of students believed they had achieved growth in their leadership skills throughout the year. Comments indicated they felt more capable of being good role models for younger students, organising and leading group activities and initiating ideas for classroom and school improvement.

Next Steps

Over the duration of our next 3 year plan, we will continue to implement the practices which have proved successful in developing student leadership skills, such as dedicating responsibilities to the elected school leaders and all Stage 3 students, Doing Things Together days, Student Representative Council and the school Student Leadership program. This will be further consolidated in all classrooms through Positive Behaviour for Learning (PBL), developing students' Growth Mindset and Future Focused learning. For example, students K – 6 will engage in passion projects to investigate real world issues and design ways to make a meaningful impact locally, nationally and/or globally. This gives students the opportunity to define real world problems/issues, empathise with those affected and propose meaningful strategies for helping to solve or alleviate such problems.

Leadership throughout our community will continue to be facilitated through supporting our P&C Association. We have helped to establish a strong P&C through consultation in school decision making, demonstrating that we value their input, supporting and collaborating in their initiatives and communicating effectively. The resulting increase in active participation in the P&C is providing an increasing number of opportunities for leadership within our school community. The upcoming Terara PS Country Fair is a great example where many people are coming forward to lead committees and organise the many various aspects. Over the duration of our next 3 year plan, greater emphasis will be placed on ensuring our school community is knowledgeable and informed about school educational practices and their children's learning. This will equip them to be active partners in promoting the school's educational philosophy and contribute to a positive school culture.

All teachers have had the opportunity to contribute to the 2018 – 2020 School Plan and have taken on leadership roles for its ongoing implementation. All teachers will continue to develop Professional Learning Plans which include development of their leadership skills in the school environment.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Additional LaST time Teacher release to attend NAIDOC Public Speaking and Debating Challenge workshops with students • Aboriginal background loading (\$3 000.00)	All Aboriginal students demonstrated growth in school based assessments over the year. Students reported greater confidence in their ability as learners and success in achieving their learning goals.
Low level adjustment for disability	Allocated and additional LaST time • Low level adjustment for disability (\$3 200.00)	Student assessments showed further growth for all students involved in interventions in reading and targeted areas of mathematics. Teachers reported improved engagement in class literacy and numeracy activities. All students commented that they felt more confident in reading and maths activities.
Quality Teaching, Successful Students (QTSS)	QTSS funding for teacher release • Quality Teaching, Successful Students (QTSS) (\$10 500.00)	Teachers reported that overall feedback given and observations made during this program improved their skills in programming and lesson delivery and helped to increase student engagement.
Socio-economic background	Socio-economic background funding to provide principal release • Socio-economic background (\$15 600.00)	This allowed for: organisation of improvements to and maintenance of learning spaces throughout the school, improving student wellbeing and school climate. Student surveys indicated a greater sense of being valued and a more positive learning environment; improved school organisation and access to relevant resources. Teachers provided feedback that teaching and learning was enhanced through greater access to resources and improved school organisation; Surveys indicated a high level of school community satisfaction with the quality of communication between the school and the community. This contributed to strong community support for the school and positive student attitudes towards the school reflected in survey results; Teachers reported improved confidence and skills in teaching and learning due to instructional leadership.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	34	39	31	38
Girls	49	46	48	50

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.2	96	93	94.6
1	95.9	96.5	94.8	92.3
2	96.1	93.7	96.6	94.4
3	96.1	95.6	94.6	96.2
4	93.6	95.5	94	94.5
5	95.6	95	94	93.5
6	96.6	94.4	91.1	95.3
All Years	96.1	95.4	94.4	94.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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 using Sentral electronic rolls 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.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	3.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.42
Other Positions	0

*Full Time Equivalent

In 2017, Terara Public School had no members of staff who identified 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	0

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 2017. A total of \$20000.00 was spent on professional learning this year.

All staff participated in a variety of professional learning

programs to extend and refine teaching and learning practices and to improve professional knowledge and skills. Professional learning occurred during school development days, staff meetings, in-school courses and external courses.

Funds were used in the following ways:

- Language, Learning and Literacy (L3) training for two teachers to continue implementation of this program in Early Stage One and Stage One classes.
- Training for a teacher in Reading Recovery
- 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 Growth Mindset
- Release for teachers and associated costs to attend courses in areas such as literacy, numeracy, public speaking, school planning, robotics, Live Life Well at School, Understanding Speech, Language and Communication Needs and sport
- 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 various aspects of leading and managing the school
- Supporting teachers to observe one another's classrooms and teaching practices, to strengthen relationships and identify new teaching strategies;

All teaching staff are accredited at 'Proficient Teacher' level.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	38,773
Revenue	942,296
Appropriation	898,185
Sale of Goods and Services	6,198
Grants and Contributions	37,269
Gain and Loss	0
Other Revenue	0
Investment Income	644
Expenses	-921,822
Recurrent Expenses	-921,822
Employee Related	-837,425
Operating Expenses	-84,396
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	20,474
Balance Carried Forward	59,248

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	705,009
Base Per Capita	12,073
Base Location	1,905
Other Base	691,031
Equity Total	44,499
Equity Aboriginal	3,127
Equity Socio economic	15,624
Equity Language	0
Equity Disability	25,748
Targeted Total	89,913
Other Total	7,202
Grand Total	846,624

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

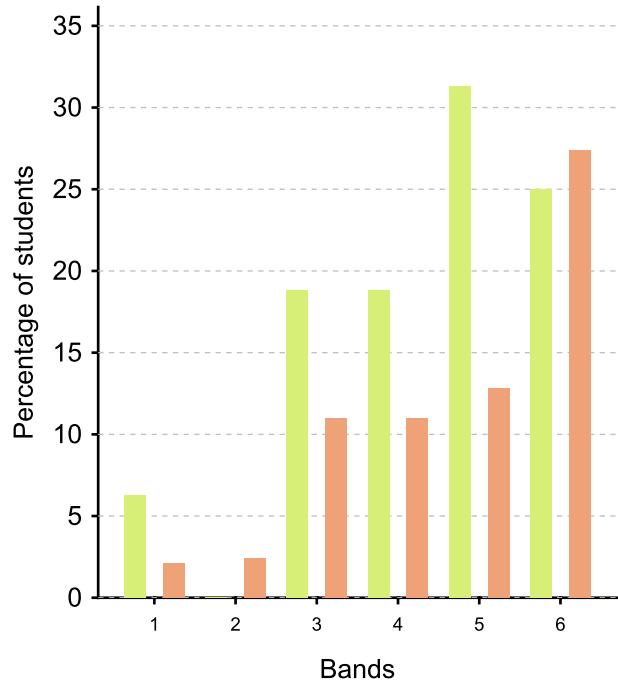
School performance

NAPLAN

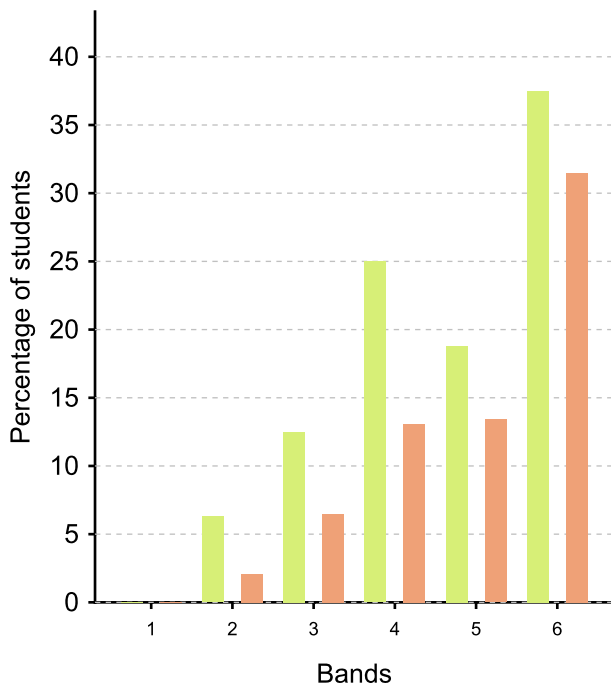
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Students performed well above the state average in reading in Year 5 and were close to the state average in Years 3 and 5 in all other areas of literacy except writing, where they fell below the state average score. A high percentage of students performed in the top two bands across all areas of literacy, except in Year 5 writing. Fewer than average students performed in the bottom two bands in both Years 3 and 5.

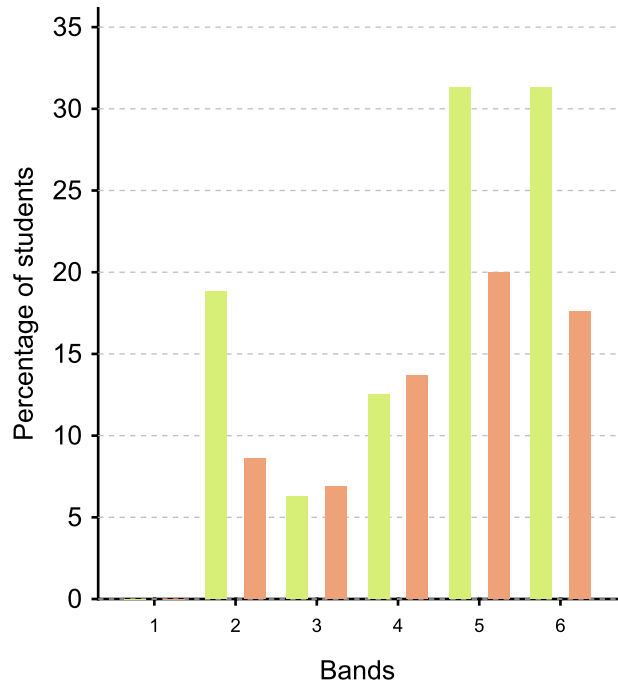
Percentage in bands:
Year 3 Reading



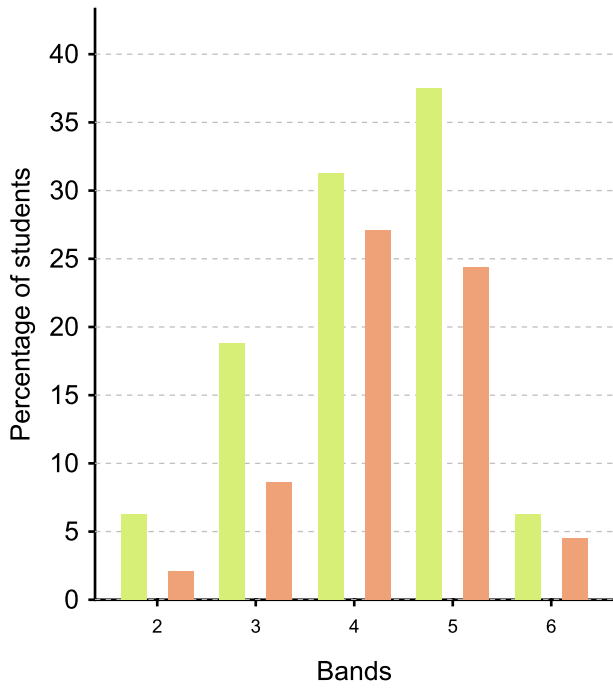
Percentage in bands:
Year 3 Grammar & Punctuation



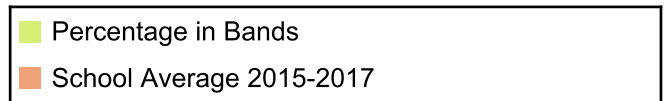
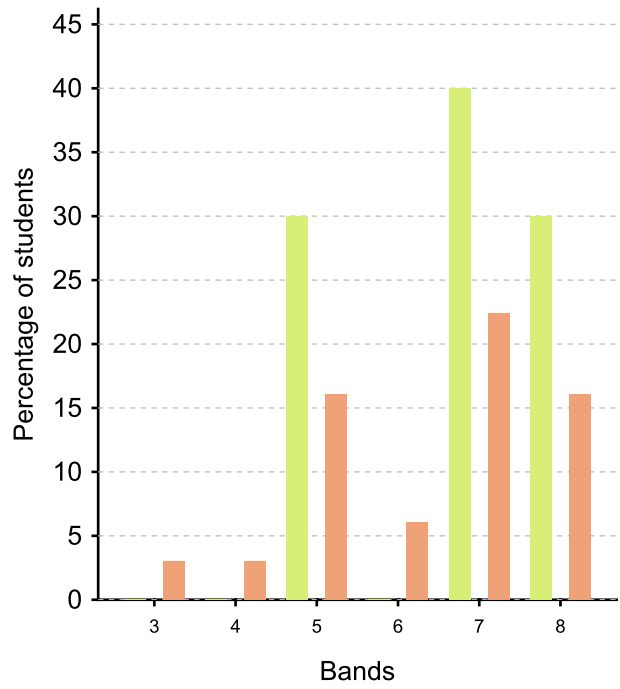
Percentage in bands:
Year 3 Spelling



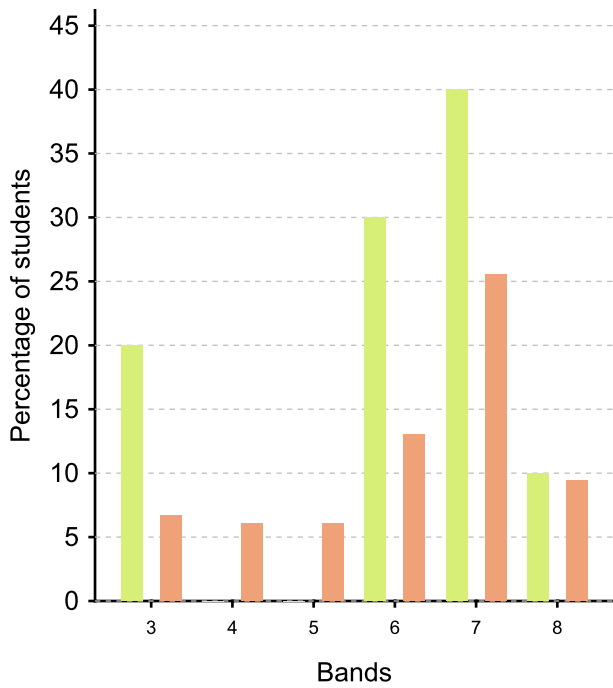
Percentage in bands:
Year 3 Writing



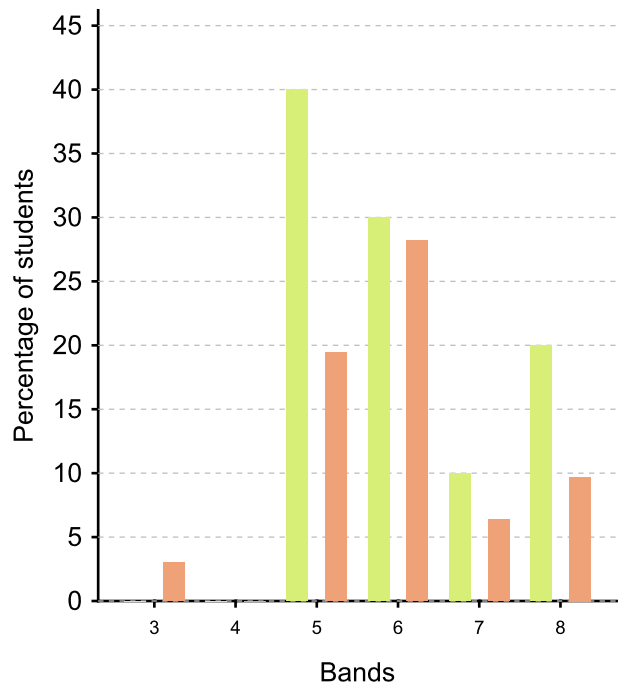
Percentage in bands:
Year 5 Reading



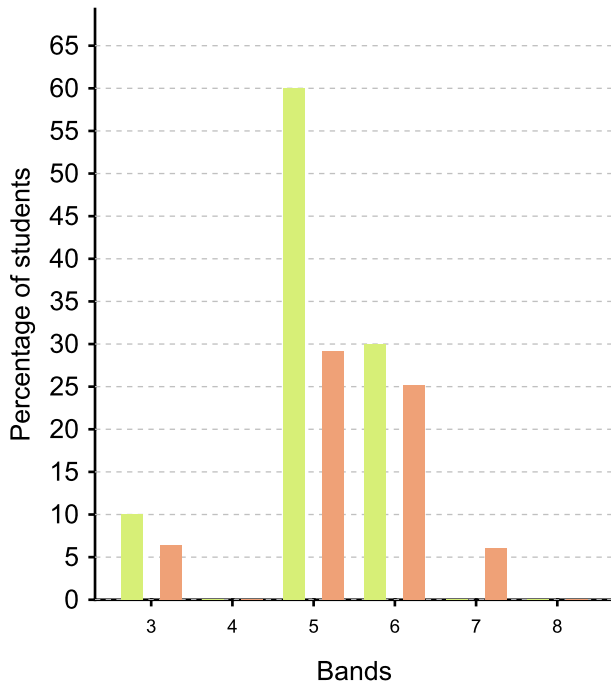
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

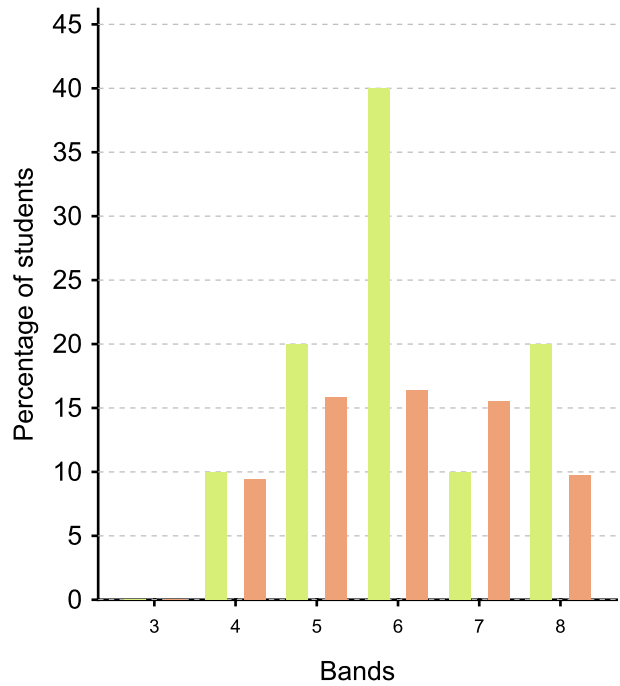


Percentage in bands:
Year 5 Writing



Students in Year 5 achieved well above state average scores in numeracy and students in Year 3 were just below the state average. The percentages in bands indicate a need to extend more students to move them from the middle to the upper bands.

Percentage in bands:
Year 5 Numeracy



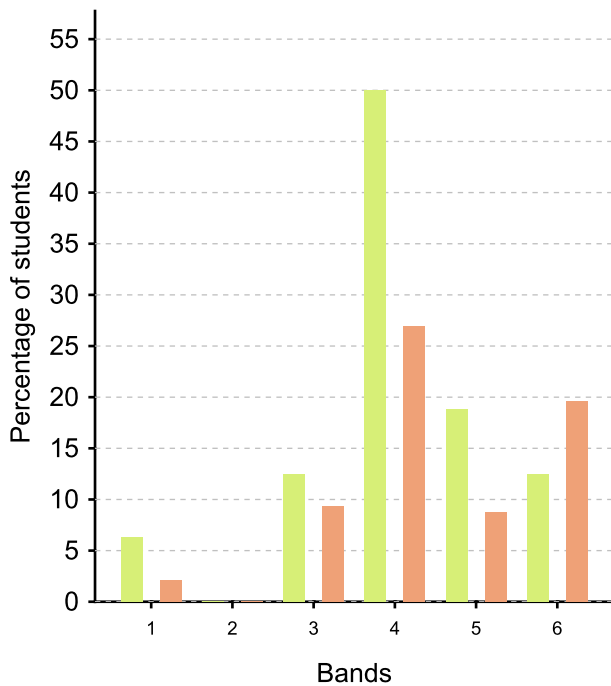
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The Premier's Priorities in literacy and numeracy for NAPLAN are to increase the numbers of students achieving in the top two bands. At Terara Public School, we have improved the percentage of students in the top two bands in literacy and numeracy from 44.74% in 2016 to 46.15% in 2017. This is well above the state average of 35.4% in the top two bands.

State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands. Our percentage of Aboriginal students is 6%. However, the cohort size of Aboriginal students participating in NAPLAN 2017 was less than five students. Therefore, it would breach confidentiality to report on their performance and the data would not be statistically significant.

Analysis of our NAPLAN results for 2017 has guided our school plan for 2018 – 2020, where we have placed an emphasis on improving writing skills and will use a range of strategies, including *embedded formative assessment* and student goal setting, to further improve student learning outcomes.

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

Terara Public School uses the Tell Them From Me surveys to gather and analyse data on the opinions of students, teachers and parents/carers on their satisfaction with a range of factors contributing to school performance.

The survey of teachers is designed to assess their opinion of school performance in eight of the most important Drivers of Student Learning: Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology, Inclusive School, Parent Involvement. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. Teachers at Terara PS rated our school performance more highly than the average NSW Government School Norms in all areas, indicating a high degree of satisfaction.

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The survey reports on seven key aspects: School Supports Learning, School Supports Positive Behaviour, Safety at School, Inclusive School, Parents Feel Welcome, Parents are Informed, Parents Support Learning at Home. 46% of families completed the survey. Parents/carers who completed our survey rated our school performance in these areas more highly or equal to the NSW Government School Norms, indicating a high degree of satisfaction.

The survey of students from Years 4 to 6 is designed to measure their perceptions of their degree of engagement, wellbeing and achievement at school. Students surveyed rated almost all these areas at or above the NSW Government School Norms for this survey, but rated their positive sense of belonging and positive homework behaviours at below the norm. This has led us to include strategies to improve these areas in our 2018 – 2020 school plan.

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. A local Aboriginal artist from our school community conducted art workshops for students where they created a range of traditional and modern artworks related to Aboriginal culture.

Aboriginal and non-Aboriginal students participated in the NAIDOC Public Speaking and Debating competition

workshops and presented speeches to the school on Aboriginal history and culture. All Aboriginal students have a Personalised Learning Plan which has been developed collaboratively between the class teacher, the student and the parents. Additional Learning and Support Teacher time was allocated to Aboriginal students who were in need of extra support to achieve grade outcomes.

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 2017 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.