

Terara Public School Annual Report



2018



3185

Introduction

The Annual Report for **2018** 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

Thank you to our whole school community for making 2018 such a successful year for the students of Terara Public School. The tireless work of our teachers, students and parents, as well as the strong support of individuals and businesses from the wider community, has all contributed to a positive, happy, safe and enthusiastic learning environment. The Country Fair was a huge focus for the year and brought everyone together with a common focus of supporting our school. It was successful, not only for the money raised, but also for the noticeable boost it gave to our school spirit, with such great feedback from the wider community who enjoyed the day, and through everyone working together to make such a successful event.

Our school plan has focussed on increasing our students' engagement in learning and feeling of belonging in our school community. This has been a great factor in their many successes over the last year:

Here are just a few:

- The Nowra Show – "Most Successful School" awarded by the Nowra Show Committee due to the many prizes won.
- The Shoalhaven Eisteddfod – winners in choir section.
- Small Schools cross country winners and runners up in the Shoalhaven District Carnival Percentage Competition.
- Small Schools Athletics Carnival winners.
- School captain, Lucy, was selected to give the keynote address at the State wide launch of Education Week, broadcast live from Kiama Public School.
- The Promise – our film which won first place in the *Film by the Bay Film Festival*.
- Our War on Waste films, documenting the students' efforts to reduce waste at our school for the benefit of our planet, widely viewed and complimented on social media platforms.

We have made some positive changes to our physical environment with new furniture to create flexible learning spaces in our classrooms, approval for renovations to the toilet block and the creation of an Indigenous garden/learning/play area, and a successful application to be included in the Cooler Classrooms program. We have added greatly to our teaching and learning resources with a wide range of technology, including robotics equipment.

Also, two excellent teachers were appointed to our permanent staff, Miss Daley and Miss Gould.

Thank you to all who made 2018 such a successful year at Terara Public School. We are planning for an even bigger and better 2019.

School background

School vision statement

To foster and develop caring individuals who believe in and value their ability to learn and improve.

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 risen slightly in recent years to 92 students across 4 multi-aged classes. In 2018, 7% of students were Aboriginal.

There has been a high turnover of teaching staff in recent years, due to retirement and promotion. Permanent staff members have now been appointed, however, 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 with the wider community. Parent input is encouraged and valued. Parents are considered as partners in their children's education and the school believes that, as a community resource, we must remain an integral part of the community. School staff are seen as active community members, lifelong learners and professionals in their field. Their dedication, integrity and compassion has earned them respect from within the community.

The school's focus on values education is underpinned by the core values of respect, responsibility, achievement and safety, all of which contribute to a culture of success.

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.

Domain of Learning

In the domain of Learning, the school's on-balance judgement is that we are at the level of *Sustaining and Growing*. Within this domain, we have progressed from Delivering to Sustaining and Growing in the elements of Curriculum, Assessment and Reporting. This is due to improved differentiation of learning through the introduction of Bump it Up walls and student goal-setting, improved assessment practices as a result of Teacher Professional Learning in Formative Assessment, and improved reporting formats which present clear information for parents on their child's progress.

Domain of Teaching

In the domain of Teaching, the school's on-balance judgement is that we are at the level of *Sustaining and Growing*. Within this domain, we have progressed from Delivering to Sustaining and Growing in the element of Effective Classroom Practice. This is due to the implementation of a formal process for collaboration, including lesson observations and feedback and Teacher Professional Learning in Formative Assessment, leading to improved feedback to students to support their learning.

Domain of Leading

In the domain of Leading, the school's on-balance judgement is that we are at the level of *Sustaining and Growing*. Within this domain, we have progressed from Delivering to Sustaining and Growing in the elements of Management Practices and Processes and School Planning, Implementation and Reporting. This is due to the involvement of all staff becoming stakeholders in writing the school plan. All staff are now involved in reviewing our school plan milestones and making adjustments to practices and processes where necessary. Administrative practices and systems have been streamlined in response to our local context and need.

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

Quality teaching and learning

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and effective teaching practices, providing a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Overall summary of progress

Good progress was made in strengthening teaching and learning throughout the school. All teachers have embedded formative assessment into their pedagogy. Students are observed articulating what they're learning, how they learn it and how learning can be create. Classroom walk throughs and program evaluation demonstrate quality differentiation/personalisation. Staff can articulate a deep understanding of their students and how they learn. Students have shown progress in achieving Stage outcomes through demonstrating competence in Stage appropriate skill indicators on Bump it Up Walls. Recording student progress on PLAN was put on hold due to the introduction of PLAN2 and the need for teacher professional learning to be undertaken before its use.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students demonstrating active engagement with their learning.	<ul style="list-style-type: none">Quality Teaching, Successful Students (QTSS) (\$2000.00)	Formative assessment strategies are embedded in all teaching and learning programs. Students are able to discuss their learning goals, success criteria and the purpose of their learning, and display high levels of engagement.
Increase the percentage of students demonstrating expected growth in literacy and numeracy.	<ul style="list-style-type: none">Quality Teaching, Successful Students (QTSS) (\$1000.00)Literacy & Numeracy Initiative (\$2500.00)	Student surveys and focus group comments reflect perceived improvement in student learning outcomes. 'Bump it up' walls in classrooms reflect student growth. Teacher assessment indicates expected student growth in writing.

Next Steps

Further develop teacher expertise in writing through professional learning (Seven Steps to Writing Success), collaborative planning and peer coaching.

Record student progress in writing using PLAN2 Progressions.

Provide more targeted information to parents on supporting their child in developing their literacy skills.

Strategic Direction 2

Creative, inquiring and compassionate citizens

Purpose

To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners and confident, creative individuals who are empowered to be successful emotionally, physically, socially and academically, contributing to a thriving community and living well.

Overall summary of progress

A range of data, including Tell Them From Me student surveys and Behaviour Incident records show a significant improvement in student engagement and behaviour. Students' sense of belonging and connectedness increased by 26%, while negative and anti-social behaviours decreased by 70%, and students who were the victims of bullying fell from 38% to 9%. The data also shows students have greater expectations for success and feel encouraged and supported.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students demonstrating active engagement with their learning and experiencing a sense of belonging and connectedness.	Growth Mindset TPL	Staff, student and parent/carer feedback indicated positive student engagement with evidence of effective use of Growth Mindset for a wide range of learning tasks, and improved collaborative problem solving skills for students.
Increase the proportion of students demonstrating the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.	Wellbeing Framework for Schools Positive Behaviour for Learning	Wellbeing Self-Assessment Tool identified our strengths and areas for improvement in wellbeing strategies and practices for 2019. Behaviour incident data showed a very significant reduction in negative and anti-social behaviours from 2017 (110 incidents) to 2018 (32 incidents).

Next Steps

Further analysis of the effects of school practices on student wellbeing through the use of the Wellbeing Self-Assessment Tool and the School Wellbeing Framework.

Continuation of PBL programs and practices within the school and further building of strong teacher/student relationships to continue improvement in students' sense of belonging.

A focus on increasing student creativity and critical thinking skills.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9383.00 <ul style="list-style-type: none"> Aboriginal background loading (\$8 383.00) 	<p>Plans were drawn up and finalised for the Indigenous garden/outdoor learning/play area, contractors and supplies were secured and work was approved to commence. Work will be completed during holidays prior to students commencing in Term 1 2019.</p> <p>Students developed further understanding of Aboriginal culture, both in the past and in the present through embedded Aboriginal perspectives in all Key Learning Areas. They celebrated Aboriginal culture and achievements during NAIDOC Week.</p>
Low level adjustment for disability	\$20823.00 LaST (1 day per week allocation) \$6512.00 Flexible funding used for extra LaST support	<p>Students with identified learning needs were given targeted support by the LaST. The LaST also worked with classroom teachers to support all students to further improve in writing. Student surveys and focus group comments reflect perceived improvement in student learning outcomes. 'Bump it up' writing walls in classrooms reflect student growth.</p>
Quality Teaching, Successful Students (QTSS)	QTSS release <ul style="list-style-type: none"> \$15513.00 allocation Quality Teaching, Successful Students (QTSS) (\$15 513.00) 	<p>Formative assessment strategies are embedded in teaching and learning programs. Students are able to discuss their learning goals, success criteria and the purpose of their learning. Student and teacher surveys show increased student engagement in their learning.</p>
Socio-economic background	Robotics equipment, flexible learning space furniture, Google Apps software, <ul style="list-style-type: none"> Socio-economic background flexible funding (\$ 20000.00) 	<p>Staff, student and parent/carer feedback indicates positive engagement in learning and improved collaborative problem solving skills for students.</p>
Support for beginning teachers	Release for beginning teacher and mentors. DoE online learning modules and relevant identified face-to-face TPL provision. <ul style="list-style-type: none"> Support for beginning teachers (\$13786.00) Support for beginning teachers (\$6 000.00) 	<p>The beginning teacher reports feeling well supported and is gaining further confidence in planning and classroom practice. Class planning and programming demonstrates a sound understanding of curriculum content and how to teach it and a sound understanding of her students and how they learn.</p>
Targeted student support for refugees and new arrivals	EAL/D Teacher <ul style="list-style-type: none"> Targeted student support for refugees and new arrivals 0.2 teaching allocation (\$20823.00) Targeted student support for refugees and new arrivals (\$5 200.00) 	<p>Targeted students continue to improve their English language skills and can increasingly access the curriculum across all KLAs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	39	31	38	45
Girls	46	48	50	47

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96	93	94.6	93.5
1	96.5	94.8	92.3	94.2
2	93.7	96.6	94.4	92.3
3	95.6	94.6	96.2	94.8
4	95.5	94	94.5	95.1
5	95	94	93.5	96.1
6	94.4	91.1	95.3	95.9
All Years	95.4	94.4	94.5	94.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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(s)	1
Classroom Teacher(s)	3.49
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.42

*Full Time Equivalent

In 2018, 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, Beginning Teacher and Quality Teaching Successful Students (QTSS) initiatives were used to support teachers in 2018. A total of \$25787.00 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, lesson observations, staff meetings, in-school courses and external courses. Funds were used in the following ways:

- Consistent Teacher Judgement for all teachers, to ensure best practice.
- Extended staff meetings for all teachers to participate in Formative Assessment TPL

- Improving student writing TPL and collaborative planning and feedback
- 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, school planning, robotics, Live Life Well at School, Teaching students with autism, and sport
- mandatory training in anaphylaxis, cardiopulmonary resuscitation (CPR), child protection and Code of Conduct;
- Budget training for administrative staff and the principal;
- Professional learning for the principal and aspiring leaders 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;

A Graduate teacher was appointed to Terara Public School at the commencement of 2018 and a further permanent teacher was also appointed during the year to fill vacancies due to retirement. One teacher is accredited at Graduate level. All other teaching staff are accredited at 'Proficient Teacher' level.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	59,248
Revenue	1,120,802
Appropriation	1,086,195
Sale of Goods and Services	1,307
Grants and Contributions	31,469
Gain and Loss	0
Other Revenue	1,200
Investment Income	631
Expenses	-1,090,276
Recurrent Expenses	-1,090,276
Employee Related	-978,622
Operating Expenses	-111,655
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	30,525
Balance Carried Forward	89,773

In 2018 the school operated as an LMBR school for the full year. Significant implementation issues made it difficult for schools to accurately monitor the budget position, and therefore, most schools were conservative in their approach to spending. Our school carried over a significant amount of money, which will be expended on priorities set in 2018 – the purchase of further technology, furniture and reading resources, professional learning to support the implementation of significant literacy and numeracy programs, and further expenditure on grounds and building improvements and maintenance.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	743,564
Base Per Capita	17,016
Base Location	1,715
Other Base	724,833
Equity Total	51,031
Equity Aboriginal	6,256
Equity Socio economic	17,440
Equity Language	0
Equity Disability	27,335
Targeted Total	120,538
Other Total	38,409
Grand Total	953,541

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

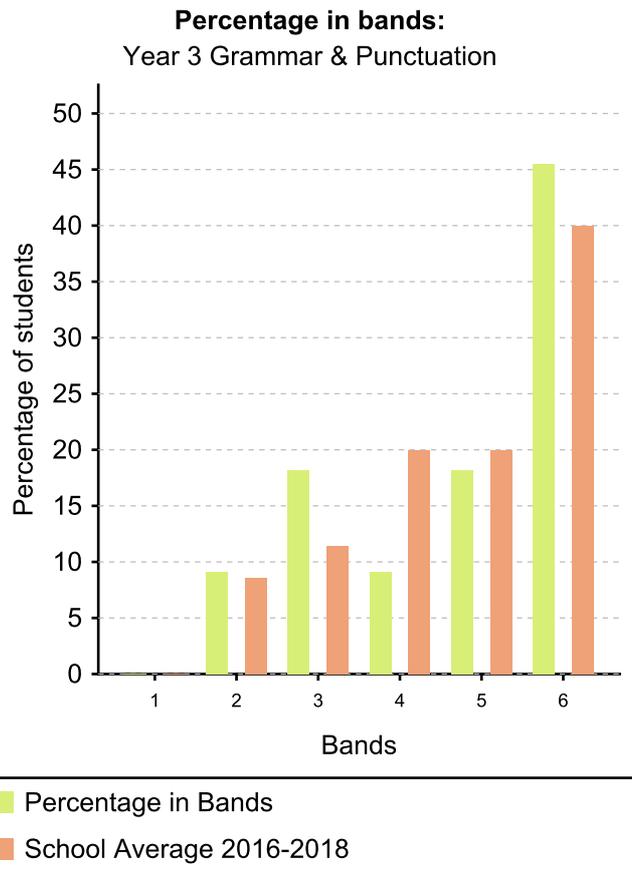
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

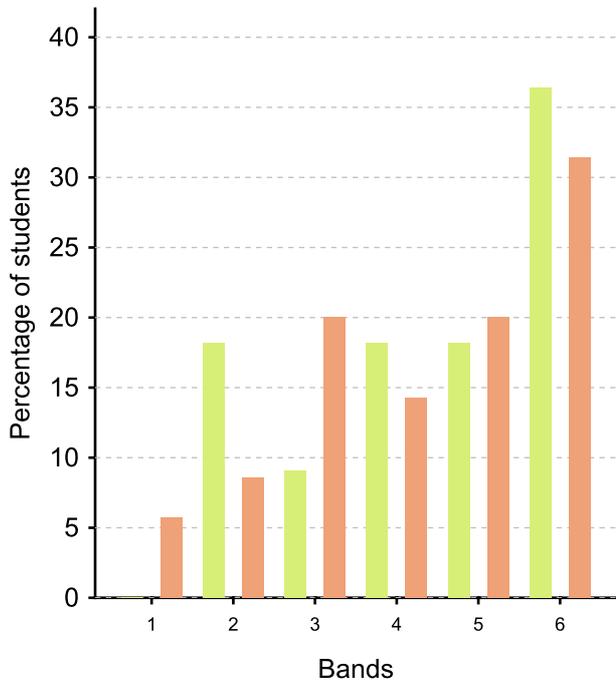
Our Year 3 NAPLAN results show that half of our students are in the top two bands in reading and grammar & punctuation. Current teaching programs are focussed on shifting students from bands 3 and 4 into the top two bands, while supporting all students to improve. To support our students progression in spelling and writing we have adopted a whole school approach, which specifically targets each student's

individual learning needs. Although Year 5 students have individually demonstrated growth across most areas, their small cohort size does not allow for their data to be published.



Band	1	2	3	4	5	6
Percentage of students	0.0	9.1	18.2	9.1	18.2	45.5
School avg 2016-2018	0	8.6	11.4	20	20	40

**Percentage in bands:
Year 3 Reading**

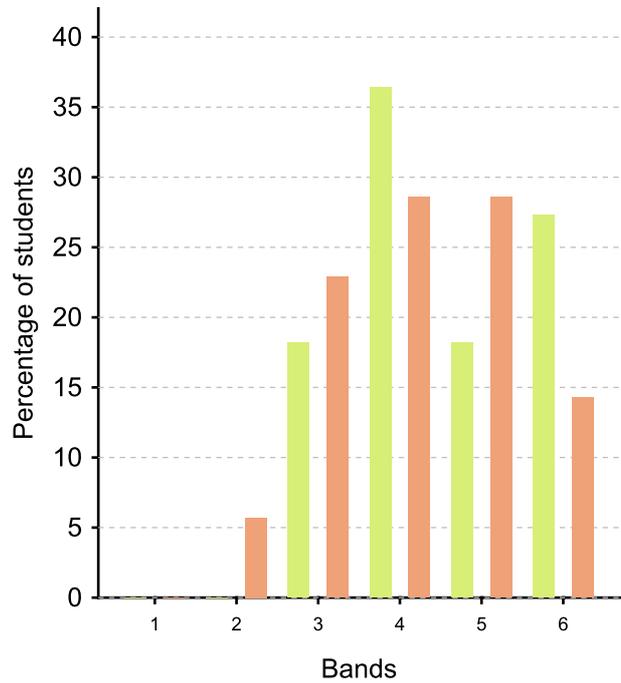


■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	18.2	9.1	18.2	18.2	36.4
School avg 2016-2018	5.7	8.6	20	14.3	20	31.4

Band	1	2	3	4	5	6
Percentage of students	9.1	9.1	18.2	18.2	27.3	18.2
School avg 2016-2018	5.7	14.3	11.4	14.3	25.7	28.6

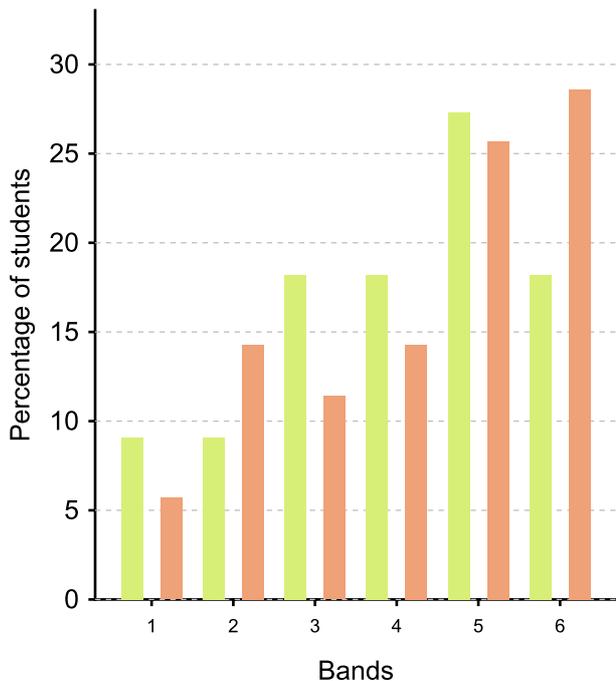
**Percentage in bands:
Year 3 Writing**



■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	18.2	36.4	18.2	27.3
School avg 2016-2018	0	5.7	22.9	28.6	28.6	14.3

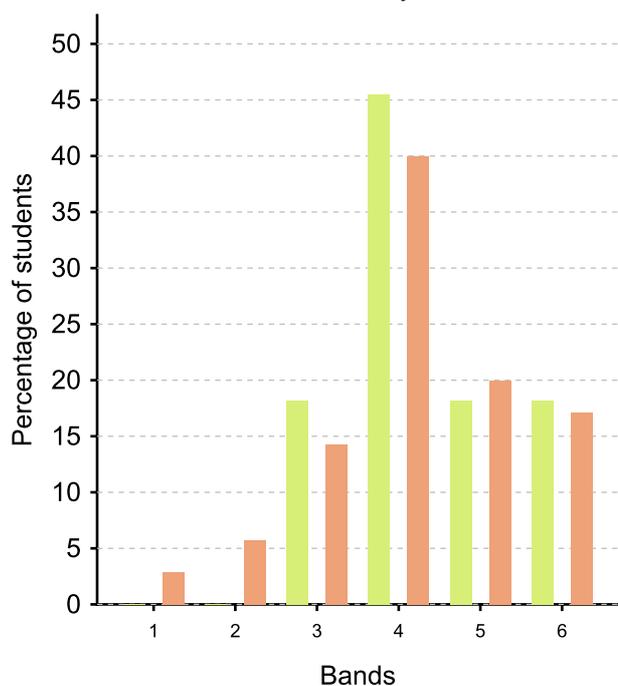
**Percentage in bands:
Year 3 Spelling**



■ Percentage in Bands
■ School Average 2016-2018

While a number of Year 3 students have reached proficiency within numeracy, the majority of students scored just below in bands 3 and 4. The majority of Year 5 students have also performed below the DoE state average. This data has led to the implementation of a number of strategies, including specialist teacher intervention and differentiated numeracy teaching programs to support student improvement.

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	18.2	45.5	18.2	18.2
School avg 2016-2018	2.9	5.7	14.3	40	20	17.1

The Premier's Priorities in literacy and numeracy for NAPLAN are to increase the proportion of students achieving in the top two bands. At Terara Public School, the percentage of students in the top two bands in literacy and numeracy fell from 46.15% in 2017 to 38.24% in 2018. The limited cohort size in small schools such as Terara PS means the statistics generated are unreliable. State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands. The cohort size of Aboriginal students participating in NAPLAN 2018 was less than five students. Therefore, it would breach confidentiality to report on their performance and the data would not be statistically significant.

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 significantly more highly than the average NSW Government School Norms in all areas, indicating a very 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. Parents/carers who completed our survey rated our school performance in these areas significantly more highly than the NSW Government School Norms in all areas except for parents supporting learning at home, which was equal to the state norms, indicating a very 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. This survey is conducted twice over the year. Students surveyed rated almost all these areas at or above the NSW Government School Norms for this survey. Their positive sense of belonging remains slightly below the state norm, but has improved significantly since 2017. We are continuing to work on strategies to improve this area 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.

Planning for our school Indigenous Garden commenced, involving Aboriginal members of our school community. The garden incorporates a yarning circle in an outdoor learning area and a range of indigenous plants. An Aboriginal ranger visited the school to teach the students about Women's Business and the use of various plants throughout Aboriginal history.

Aboriginal culture is celebrated during NAIDOC Week each year through a range of activities such as story-telling, games, art & crafts and science. Activities are embedded in a 'Doing Things Together' day, to promote cooperation and respect, and a growth mindset culture. A local Aboriginal author read her latest book to our students and spoke about her writing process and how students could use this in their own writing.

All Aboriginal students have a Personalised Learning

between the class teacher, the student and the parents. Additional Learning and Support Teacher time was allocated to Aboriginal students 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. No such incidents occurred during 2018.

Students in all years participated in activities designed to enhance knowledge and understanding about Australia's multicultural society and wrote messages of peace, tolerance and kindness in a special celebration, combining Harmony Day with the National Day of Action Against Bullying and Violence.

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