

2020 Annual Report

Telegraph Point Public School



3176

Introduction

The Annual Report for 2020 is provided to the community of Telegraph Point Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Our school community promotes equity and excellence and is committed to supporting the cognitive, emotional, social and physical wellbeing of all students.

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

School context

Telegraph Point Public School is a small school situated alongside the Wilson River approximately 19km north of Port Macquarie on the mid-north coast of NSW. Students are drawn from the surrounding areas of Telegraph Point, Blackman's Point, Pembroke and Kundabung. The school environment includes well-resourced, air-conditioned classrooms set in large picturesque grounds.

At the commencement of 2020 the enrolment was 135 students with 9% identifying as Aboriginal. School funding for socio-economic background is based on a Family Occupation and Education Index (FOEI) of 101.

The school has an excellent reputation for providing high quality educational opportunities for all students in academic, cultural, sporting and social aspects. A wide range of programs and initiatives cater for the diverse needs, skills and interests of students.

Our teachers are highly dedicated professionals who are committed to ongoing professional learning as they strive for best teaching practice in all classrooms. They put the needs and wellbeing of students at the centre of all decisions and provide many additional opportunities for children to experience success in all endeavours.

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

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

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Dynamic teaching and learning practices

Purpose

To promote learning excellence and responsiveness in meeting the needs of all students through an integrated approach to quality teaching, curriculum planning and delivery, and assessment.

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Improvement Measures

All students will achieve equal to or above expected growth from Year 3 to Year 5 in NAPLAN Reading and Numeracy.

All students, other than those with specific learning needs identified in ILPs, are meeting or exceeding expected growth in reading, writing and numeracy as measured on the learning progressions.

Students with specific learning needs will achieve the goals indicated in their ILPs and PLPs.

Increased proportion of all students (and proportion of Aboriginal students) in the top two NAPLAN bands for reading and numeracy.

Teacher reflection and survey responses indicate an increase in the provision and quality of learning goals, success criteria and explicit feedback to students

Student survey responses indicate that learning intentions, success criteria and teacher feedback supports them to reflect and report on their learning.

Progress towards achieving improvement measures

Process 1: Visible Learning and Teaching

Teachers engage in professional learning to deepen understanding of the research of John Hattie and Carol Dweck around Visible Learning and Growth Mindset. Collaborative practice supports implementation of best practice based on this research.

Evaluation	Funds Expended (Resources)
Teaching and learning programs include learning goals and success criteria as evidenced by: supervision and monitoring of class programs; classroom observations; learning walks; data walls; classroom displays.	Funds expended against this strategic direction are outlined in the key initiatives section in this report .

Process 2: Feedback

Develop a school culture where feedback is welcomed and valued and students are encouraged to actively seek feedback from their teacher and peers.

Teachers engage in professional learning about effective feedback and how they can get the greatest impact from the feedback that they give. Students are taught how to deliver feedback to teachers to gauge the effectiveness of learning experiences.

Evaluation	Funds Expended (Resources)
Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.	Funds expended against this strategic direction are outlined in the key initiatives section in this report .

Process 3: Assessment

Teachers understand and implement a range of assessment practices based on assessment for, as and

Progress towards achieving improvement measures

Process 3: of learning to monitor, plan and report on student learning.

Evaluation	Funds Expended (Resources)
Effective partnerships in learning with parents and students results in students' motivation to deliver their best and continually improve.	Funds expended against this strategic direction are outlined in the key initiatives section in this report .

Strategic Direction 2

21st Century Learning

Purpose

To provide students with opportunities to become successful, engaged digital citizens of the 21st century through the provision of authentic learning challenges that foster curiosity, confidence, innovation, creativity, persistence and cooperation.

Improvement Measures

Students demonstrate ICT skills and capabilities appropriate to, or above, their stage level.

Teacher reflection indicates increased capacity and confidence in the explicit teaching, assessing and reporting of learning and innovation skills through professional learning and collaborative practice.

Student survey responses and focus group feedback indicates increased engagement, confidence and skills in learning and innovation skills.

Progress towards achieving improvement measures

Process 1: ICT

Explicit teaching and learning of ICT skills and capabilities..

Evaluation	Funds Expended (Resources)
The staff undertook Professional Learning in regards to ICT and STEM share kits with the STEM Community Leader, Information Technology Directorate. Staff also moved to Google Classrooms and undertook extensive Professional Learning in order to move to remote learning	Funds expended against this strategic direction are outlined in the key initiatives section in this report.

Process 2: Learning and Innovation Skills

21st century skills and capabilities, encompassing communication, collaboration, creativity and critical thinking, enable students to engage in future focussed learning opportunities including:

- STEM
- Thinking skills and tools
- Project-based learning
- Movie making
- Digital technologies such as coding and robotics

Evaluation	Funds Expended (Resources)
<p>Question: To what extent have staff engaged in and increased their skills in collegial unit planning, increased used of future skills, project based learning and how can the impact of this shift be measured?</p> <p>Analysis: During 2020 staff undertook Professional Learning in Inquiry Based and Project Based Learn which was delivered by the Principal School Leadership (PSL). Planning days were set aside for collaborative planning between teachers..</p> <p>COVID 19 disrupted planning days, professional learning and Project -Based Learning.</p>	Funds expended against this strategic direction are outlined in the key initiatives section in this report.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Multi-Lit program and resources Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$9 116.00) 	Strategic Direction 1 Individual Aboriginal students with additional learning support needs were identified. Two School Learning Support Officers engaged these identified students in the program 30 mins per day on one-to-one basis. Data shows improvement in reading level for these identified students
Low level adjustment for disability	FTE 0.300 staffing Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$22 096.00) 	Strategic Direction 1. Individual students with additional learning support needs were identified. A teacher, two School Learning Support Officers engaged these identified students in the program 30 mins per day on one-to-one basis. Data shows improvement in reading level for these identified student
Quality Teaching, Successful Students (QTSS)	FTE 0.288	Strategic Direction 1. Support to write learning goals with every individual student set against the literacy and numeracy progressions. Teachers have been supported to reflect on their practice using the Australian professional Standards for Teachers.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$33 827.00) 	Strategic Direction 1. The learning needs of all students were met in an equitable manner with students receiving individual time with their teacher to regularly set learning goals and receive feedback on their learning. Financial assistance was given to ensure all students could access opportunities to contextualise their learning through school excursions and incursions

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	45	58	65	67
Girls	58	52	60	67

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.1	91.7	96.2	94.4
1	94.9	94.1	93.1	94.5
2	93.3	89.5	95	90.6
3	93.8	93.4	94.2	91.9
4	92.5	93.2	93.1	92.9
5	92.1	93.6	91	90.7
6	95.7	92.2	93.7	90.5
All Years	93.9	92.3	93.7	92.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.76
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.81

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	130,843
Revenue	1,440,770
Appropriation	1,403,703
Sale of Goods and Services	1,222
Grants and contributions	35,412
Investment income	419
Other revenue	15
Expenses	-1,412,519
Employee related	-1,221,893
Operating expenses	-190,626
Surplus / deficit for the year	28,251
Closing Balance	159,094

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	21,434
Equity Total	97,855
Equity - Aboriginal	9,116
Equity - Socio-economic	33,827
Equity - Language	0
Equity - Disability	54,912
Base Total	1,154,471
Base - Per Capita	30,063
Base - Location	4,695
Base - Other	1,119,713
Other Total	51,858
Grand Total	1,325,618

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below. An analysis of all responses indicated that Telegraph Point Public School: has competent teachers with the ability to meet individual student needs through targeted teaching and who set high of achievement; promotes positive, respectful relationships between students, teachers and families; is connected to its community and welcomes parental involvement with clear communication, even throughout COVID-19 remote learning and restrictions; provides high quality student access to technology tools.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.