

# Teralba Public School

## Annual Report



2016



3183

## Introduction

The Annual Report for **2016** is provided to the community of **Teralba 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.

Richard Metcalf

Principal

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### Message from the Principal

2016 was a very busy yet satisfying year at Teralba Public School. We saw many great classroom programs introduced as well as the continuation of our other successful programs. Our students worked hard and as a result most students achieved or increased expected growth data in key areas. Teralba Public School staff continued to work hard and engaged in many professional development opportunities, within our staff and with local LMG schools, translating such opportunities into innovative teaching practices.

Kindergarten students arrived very organised and happy due to the continuation of the “Big School for Little Learners” program. Teralba Public School were again involved with the “Early Action For Success” program. This program has seen the most significant change in student learning outcomes than any other program in the Department of Education.

Other programs that have seen improvement in student outcomes included L3, TEN as well as a LOTE strand (Chinese lessons). Stage 3 students participated the inaugural LMG transition program ‘Head Start’. Head Start saw students in grades 5 and 6 attend lessons 3 days per week for 5 weeks at the High School. Head Start brought together the teaching expertise and passion from across the Lake Macquarie Area Collegiate (LMAC) group of schools. The program was successful in broadening the curriculum and building on the strengths of all students. No other high school has such an intense transition program.

At the conclusion of 2016 a very comprehensive parent and community survey allowed for the rebranding of the school logo. This new logo reflects on the past but shows how future focused and innovative Teralba Public School is.

In conclusion I wish to thank the staff, parents and students. Without all of us working together we would not have had such a successful year.

Richard Metcalf

Principal

## School background

### School vision statement

*Our vision at Teralba Public School is to empower all students to acquire, demonstrate, articulate and value knowledge, to develop skills that will support them as lifelong learners, in order to participate in and contribute to a rapidly changing world. Our students will become creative, innovative and resourceful, succeeding today and being prepared for tomorrow.*

Teralba Public School is committed to empowering and equipping students with the necessary skills that will enable them to contribute successfully long into the future. In developing this vision statement, staff joined with the community and students to understand that formal schooling is a small part of a life long journey and as we develop these vital skills then society as a whole will improve greatly.

As a whole school community we have recognised that emerging technologies continue to shape our world and in order for our students to succeed, we must arm them with the tools necessary in that pursuit. We have done this through the use of current technologies and a variety of teaching techniques, aimed at independent thinking and working.

### School context

Teralba Public School is a small school on the northwest shores of Lake Macquarie in the Hunter region.

It has 18% of students identifying as having Aboriginal heritage.

Teralba Public School has an Index of Community Socio–Educational Advantage (ICSEA) of 894. The Australian average is 1000. We have a Family Occupation and Education Index (FOEI) number of 131. The State average is 100. Both indexes indicate below state measure.

Teralba Public School entered the Early Action for Success (EAfS) program in 2014, a strategy aimed at improving students' performance through a targeted approach in early years of primary school, and thus we employed an Instructional Leader to assist the teaching and learning programs in the junior years.

Teralba Public School has been heavily involved in the Positive Behaviour for Learning (PBL) program and all K–2 staff are trained in and use Language, Learning and Literacy (L3).

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This year, staff at Teralba Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at our School Development Day in Term 1 to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole, based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

After comparing the school plan against the School Excellence Framework the school has delivered strong programs in the areas of differentiation and learning, and data collection and analysis.

In the domain of learning, the school has demonstrated strong programs in the area of quality learning, systems and welfare. The strong performance of the school has been evident in the areas of data collection and the use of the data to drive classroom best practice and the implementation of a strong wellbeing program, PBL. The fundamental driver of the Learning Domain is to see significant student improvement through a variety of strategies. These strategies include the use of the Instructional Leader under the EAfS program, Targeting Early Numeracy (TEN) program, the use of PLAN data, L3 and a whole school OT program.

Our major focus in the domain of teaching has been on collaborative practice for staff members across a network of small schools. An important opportunity has been provided to staff in relation to planning, teaching and growing with staff members from local small schools. One of the key challenges has been the coordination of the schools and professional learning overview. The use of technology for learning, the importance of data analysis to inform decision–making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of

expertise in writing programs and in the new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, staff are developing their own evidence based practice through reflections and evaluations of their collective work.

In the domain of leading, our priorities have been to progress leadership and management practises and processes. In 2016 the main focus for Teralba Public School has been to improve the organisational systems across the whole school. Some major systems that were focused on included the enhancement of student welfare programs and reporting, and whole school data collection and use.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. Our self–assessment process will further assist the school to refine the strategic priorities in our School plan, leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

### Quality Learning through Innovative Teaching

#### Purpose

Provide Quality Education in a Caring Environment to ensure Academic and Personal Excellence for All .

Differentiated and innovative personalised learning to improve student engagement and outcomes, while developing competent and creative learners. Teacher capacity is developed through focussed, personalised, evidence based and engaging professional learning.

Every student in our care is actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

#### Overall summary of progress

Our school-wide focus on the delivery of a quality education through innovative teaching has been the driving force behind the majority of staff professional development, including improved classroom practices and student assessment.

Specific, targeted groups worked with teaching staff to improve the performance of students with additional needs while other students worked closely with staff in focus groups to support other Numeracy and Writing needs.. There have been significant and observable changes in classroom practice and results.

The development of deeper understandings and valuing of Aboriginal culture has been achieved through a range of cultural activities and teaching initiatives. This is having a positive impact on the culture of the school. All trained staff continued to implement the Aboriginal 8 Ways of Learning in daily teaching programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Reduce the number of students 3–6 failing to match individual benchmarks against PLAT measures using 2014 continuum data as a baseline.</p> <p>Increase the number of students K–2 meeting or exceeding literacy and numeracy markers using 2014 continuum data as a baseline.</p> <p>To increase the % of Aboriginal students achieving at or beyond expected stage standard from 36% to 70%.</p> <p>To improve whole school attendance rates from 91.6% to 95% (State average)</p>	<p>At the end of 2016 all staff have successfully recorded student progression data in the areas of Literacy and Numeracy using a variety of data collated and analysed as well.</p> <p>Years K–3 reading benchmarks were set through the EAfS program and all students made above expected growth against these measures.</p> <p>Trained teaching and SLSO staff continued to adjust classroom practices under the OT program with an increase in student engagement.</p> <p>Teralba Public School was publicly acknowledged for showing a 3.03% increase in student attendance in 2016.</p>	<p>\$43,000 (Aboriginal &amp; Socio-economic background funding) Some of these funds were allocated to employ and increase SLSO time to support all students with Literacy and Numeracy strategies including TEN training for staff.</p> <p>\$40,000 (EAfS Funding) An allocation of these funds were used for staff training in EAfS, intervention and resources for the program.</p>

#### Next Steps

Continued understanding and development of quality reporting systems with an increased focus on using that data to direct classroom activity and grouping.

Development of quality teaching practices that will be robust and independent in order to continue when the EAfS

program concludes.

Specific development of evidence based programs to improve student attendance rates.

Review the impact of the new Mathematics and English syllabi on the educational outcomes of all students.

## Strategic Direction 2

### Quality Systems and Processes

#### Purpose

Embedding quality systems and organisational practices to support the development of all staff to demonstrate innovation and leadership through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.

#### Overall summary of progress

Staff and community members at Teralba Public School understand that in order to provide the highest possible education to the students, quality systems of teaching, assessing and reporting need to be developed and maintained. These systems include the process of welcoming new students, welfare systems, as well as managing the many parent and community volunteers.

The implementation of the new Performance Development Framework has led to staff engaging in a much deeper reflective process that is guiding the ongoing development of all staff, at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth.

All staff have engaged in a new strategic planning process to monitor, evaluate and review milestone implementation and impact. This has also included a new program that looks at the educational needs of our children as well as their occupational needs which included performance in daily activities such as learning, play, fine and gross motor skills.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>All staff members achieve goals derived from Australian Professional Standards for teachers, as determined in professional learning plans.</p> <p>100% of IEP's BMP's and PLP's completed and active in accordance to NCCD</p> <p>Additional Measures</p> <ul style="list-style-type: none"><li>•PBL systems successfully embedded throughout school reflected in ongoing review and evaluation.</li><li>•Improved parent collaboration and participation in School–Family partnerships reflected in increased attendance and involvement in activities.</li></ul>	<p>Staff continued to worked closely with both the Principal and Instructional Leader to ensure and improve consistency of judgement and reporting processes across the school.</p> <p>Staff developed plans that focused on the individual needs of each student. systems.</p> <p>In 2016, Teralba Public School continued to develop its PBL system. This allowed for greater consistency across the school in recognising positive behaviours. Through the analysis of referral data and anecdotally, a reduction in the number of students who were disengaged in class was evident.</p> <p>2016 saw improved parent and grandparent participate in whole school events and extracurricular activities.</p>	<p>\$10,000 (Low Level adjustment for Disability funding) Some of these funds were allocated for teacher professional learning and the use of additional SLSO time.</p> <p>\$2100 (Socio–economic funding) An allocation of these funds were used for PBL training and resources.</p> <p>\$3500 (Low level adjustment for Disability funding) Some of these funds used were used for the organisation and resources of programs and extracurricular activities.</p>

#### Next Steps

Ensure the successful continuation of the OT screening and School Learning Support Officer (SLSO) OT program in order for all students to have the opportunity to be engaged in learning.

Ensure the implementation of the quality Learning and Support Team system that allows for better data collection, reporting and teaching of students with higher needs and increased communication with all stakeholders.

Ensure the consistent implementation of the PBL system across the whole school embedding PBL language in every

class and in the playground. Monitor and review at timetabled meetings.



## Strategic Direction 3

### Engaging Community Partnerships

#### Purpose

Promote the school image by creating a shared community identity and fostering partnerships with the Pondee Konara community of schools and other similar small schools.

We will seek to form strong partnerships with others, especially parents, to facilitate innovation, quality educational delivery and consistent, high standard and shared professional practices.

#### Overall summary of progress

Our continued focus on the connection between our school and the local community saw many new and exciting programs developed, as well as the consolidation of successful programs. Engagement with local pre-schools and the expansion of the 'Big School for Little Learners' program saw an increase in the number of participants.

A multi school professional development calendar saw our school join with two other local schools and participate in fortnightly training and development. These sessions also allowed for peer mentoring across stage groups.

Teralba PS continued to work within the LMAC community of schools which provided direction for the LMG and how we approach school partnerships in this area.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Increase in parent participation in special event days and open classrooms from 44% (39 families) to 50 %</p> <p>Parent Volunteers increase from 10 % of the school population to 20 % informed by visitor sign-on procedures.</p> <p>Additional Measures:</p> <ul style="list-style-type: none"><li>•Parent feedback on improved kinder transition program and increased link with local preschools.</li><li>•To increase parent participation in our school-home partnerships by 20% (4 parents) to support the P&amp;C, school initiatives.</li></ul>	<p>By the end of 2016 more parents volunteered in the classroom with greater impact on student learning outcomes measured.</p> <p>In 2016 Teralba Public School continued its partnership with local preschools by providing a number of parent information sessions. This was then followed up by 'Big School for Little Learners', kindergarten orientation program.</p> <p>Although parent participation continued to rise in 2016, an improved focus and better initiatives are needed to see significant change in the future.</p>	<p>\$1500 (Socio-economic) Some funds were used to purchase resources and support programs for special days/events with the community.</p> <p>\$3000 (Equity) Some of these funds were allocated to allow for visits to the local preschools and purchasing of relevant resources to improve our current programs.</p>

#### Next Steps

Ensure successful implementation of the new LMAC governance system which will allow for improved collaborative and consultative practices between schools.

Provide more opportunities for parent and community volunteers to be trained in school systems and other courses.

Continue to Improve advertising and special event organisation in order to engage more community stakeholders.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>· Additional support staff engaged</li> <li>· Individualised Literacy programs delivered</li> <li>· Individualised Numeracy programs delivered</li> </ul>	<p>\$10,148</p> <p>See Strategic Direction 1</p>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>· Additional support staff engaged</li> <li>· Development of Individual Education Programs for all relevant students</li> <li>· Development of Health care Plans for all relevant students</li> <li>· Staff Professional Learning targeted at individualising instruction.</li> </ul>	<p>\$40,977</p> <p>See Strategic direction 2</p>
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>· Enhance student assistance provision</li> <li>· Individualised support of identified students from SLSO's in Literacy and Numeracy</li> </ul>	<p>\$34,509.70</p> <p>See Strategic Directions 1, 2 &amp; 3</p>
<b>Early Action For Success (EAfS)</b>	<ul style="list-style-type: none"> <li>· Teacher capacity has been built to identify the literacy and numeracy learning needs of students, and differentiate instruction to improve student Literacy and Numeracy outcomes.</li> <li>· All teachers have developed skills in personalised learning and the use of diagnostic assessment.</li> <li>· Student progress has been tracked against key aspects of the literacy and numeracy continuums and is used to monitor the impact of personalised instruction and the effectiveness of tiered interventions.</li> <li>· Teacher professional learning needs have been identified and high quality professional learning and in class support provided.</li> </ul>	<p>\$40,794.52</p> <p>See Strategic direction 1</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	36	37	44	39
Girls	33	30	37	32

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.4	96.5	94.5	98
1	96.7	90	93.8	96.1
2	94.1	93.9	93	96.9
3	95.7	90.5	94.8	95.5
4	96.8	96.1	88.7	98.2
5	83.3	96	92.4	94.1
6	93.4	89.8	91.6	94
All Years	93.5	93.1	92.8	96
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

### Class sizes

Class	Total
K/1	15
1/2	21
3/4	21
5/6	19

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	3.34
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration & Support Staff	1.41
Other Positions	2.13

\*Full Time Equivalent

There are no staff members that identify as being of Aboriginal or Torres Strait Islander descent.

### 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	15

### Professional learning and teacher accreditation

As part of delivering the highest possible education to all students who attend Teralba Public School a rigorous and strict professional development calendar has been developed and followed. This has allowed for ongoing support to teachers working towards being accredited with BOSTES and those who are working to maintain their accreditation. Although there are no permanently employed beginning teachers, Teralba Public School employed a number of beginning teachers on a temporary basis. To support newer teachers, both the Principal and Instructional Leader took on the role of mentor, overseeing programs and the new PDP (Professional Development Plan).

In 2016, Teralba Public School continued the innovative practice of joint staff meetings with Fassifern Public School and Boolaroo Public School. This allowed for greater collegiate planning and joint educational projects. Focus areas of weekly staff meetings included improved writing, mathematics, the new Science syllabus, PBL as well as compulsory training sessions like child protection, anaphylaxis and code of conduct training.

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

### Financial information

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

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

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

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	270 077.19
(2a) Appropriation	242 459.30
(2b) Sale of Goods and Services	28.18
(2c) Grants and Contributions	27 055.36
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	534.35
<b>Expenses</b>	-189 652.78
Recurrent Expenses	-189 652.78
(3a) Employee Related	-138 536.04
(3b) Operating Expenses	-51 116.74
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	80 424.41
<b>Balance Carried Forward</b>	80 424.41

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

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

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

(2a) Appropriation amount.

### Financial summary equity funding

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

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	700 229.38
Base Per Capita	4 395.89
Base Location	0.00
Other Base	695 833.49
<b>Equity Total</b>	96 237.34
Equity Aboriginal	10 148.29
Equity Socio economic	44 711.78
Equity Language	400.00
Equity Disability	40 977.26
<b>Targeted Total</b>	45 750.00
<b>Other Total</b>	208 618.39
<b>Grand Total</b>	1 050 835.10

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.

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

Teralba Public School embed Aboriginal Education across the whole curriculum, not only teaching traditional and contemporary Aboriginal culture but also empowering Aboriginal students to reach their full potential, ultimately 'Closing the Gap' in education.

All staff engaged in meetings to discuss Personalised Learning Plans (PLPs) with parents of students who identify as Aboriginal to support their learning needs.

### Multicultural and anti-racism education

Teralba Public School embraces an attitude that allows for multi-cultural education to be taught across the school. All classes engaged in a variety of lessons that focused on 'harmony' and understanding of people who may have different beliefs or come from different backgrounds.

Teralba Public School has a dedicated ARCO officer, who regularly discusses different aspects of respect in staff meetings and with the school.

### Other school programs

#### Books In Homes

The Books in Homes Programme run in Terms 1, 2 and 4 of each year. The Programme typically operates through community groups, playgroups, early childhood centres, preschools and schools. A representative from Books in Homes comes to the school each term to present at the Books in Homes assembly held at the school. Here is the program overview:

- Contains a Preview Pack of 48 books each term, in 4 reading levels, from picture books to chapter books, with a selection of fiction and non-fiction books
- Students get to choose 3 books each term to take home and keep
- Waterproof book bags are provided to each student each term
- Includes Caught Being Good initiative
- Students can enter the Books in Homes Role Model comprehension competition to receive a certificate and a chance to win one of 25 great prizes

#### Kiwanis – Terrific Kids Program

Terrific Kids is a student-recognition program that promotes character development, self-esteem and perseverance. "Terrific" is an acronym for Thoughtful, Enthusiastic, Respectful, Responsible, Inclusive, Friendly, Inquisitive and Capable.

Students work with their classroom teacher to establish goals to improve behaviour, peer relationships, attendance or school work. All students who achieve their goals after a specified time are recognised as

Terrific Kids. Representatives from the Terrific Kids program came out to the school each month to present the Terrific Kid award selected by all staff. We look forward to running this fantastic program in 2017.

#### Sport

Through grants provided by the Australian Sporting Schools initiative, Teralba Public School was able to provide quality organised sporting experiences. This included coaching in athletics, basketball, swimming and dancing.