

Terrey Hills Public School Annual Report



2016



3190

Introduction

The Annual Report for **2016** is provided to the community of **Terrey Hills PS** 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.

Gai MacLennan

Principal

School contact details

Terrey Hills Public School

Cooyong Rd

Terrey Hills, 2084

www.terreyhill-p.schools.nsw.edu.au

terreyhill-p.School@det.nsw.edu.au

9450 1612

School background

School vision statement

The Terrey Hills Public School Community wants a school where students love learning and are supported in a safe, caring, respectful and professional environment.

Our students should be encouraged to achieve personal goals while becoming resilient, compassionate, informed and ethical members of the wider community.

School context

Terrey Hills Public School is a small friendly community school on huge grounds of over 4.2 hectares. The residential area is largely surrounded by national parks and acreage, making the school feel like a country school in the city. Most students can walk or ride to school.

Students from language backgrounds other than English make up 18% of the school population.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Engaged Successful Students

Purpose

Through consistently high expectations and a wide range of opportunities, students will develop ownership of their learning to be creative, innovative and resourceful problem-solvers, actively involved in the learning process in an engaging, respectful environment.

Overall summary of progress

Overwhelmingly, the most successful project has been the Visible Learning Project. The project really kicked off in Term 2 with teachers and students engaged in the process. Students said they felt like they were part of the planning and learning and knew how to improve with the setting of goals discussed with the teacher. Bump It Up walls were a useful tool for students and teachers alike to monitor progress and aim for the next step each time achievements were made. The support from other class members for other students reaching their individual goals was great for esteem and also for encouraging everyone to keep trying. Having a Growth Mindset and the concept of the Learning Pit rang true for many students and teachers alike!

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Student Growth in NAPLAN Writing is at or above expected growth for all students</p> <p>All students achieve at least recommended cluster level in PLN.</p> <p>Increase the percentage of students in the top two bands in Literacy and Numeracy in NAPLAN</p>	<p>Writing growth figures were not provided by ACARA. However in Reading 71% of Year 5 students were at or exceeded expected growth, an increase from 63% in 2015. In Maths 65% of students were at or exceeded expected growth levels, increased by nearly 10% from the previous year. In spelling only 29% of students were above expected growth levels. In Year 3 70% of students were In the top two bands in Literacy increased from 65% in the previous year, while 54% of Year 3 achieved the top two bands in numeracy, up by 10% on 2015 results.</p>	<p>Literacy and Numeracy funds \$3195 from RAM and English language proficiency \$1454 were expended on extra time for the Learning Support Teacher and the employment of a second part time SLSO.</p>

Next Steps

The school will be focusing on spelling in 2017, with a revision of the spelling program used and professional learning for staff. Student achievements will be monitored carefully and program adjustments made as necessary. The online provisions in the classrooms will be reviewed.

Kindergarten will commence with L3 training, greatly up-skilling the teachers and intensity of the literacy sessions.

To improve numeracy the staff looked at the type of questions on which our students were scoring less. The problem solving skills need to be more explicitly taught in all grades from Year 1 to Year 6. This will be a large part of the numeracy focus in 2017.

Strategic Direction 2

Quality Professional Practice

Purpose

As enthusiastic leaders of learning, teachers will continue to build their professional knowledge and understanding of pedagogy, planning collaboratively, demonstrating evidence-based practice and providing quality learning programs for students that are purposeful, effective, engaging and differentiated for students' needs.

Overall summary of progress

The staff greatly enjoyed the Quality Teaching Rounds and the mentoring from each other. Most teachers participated and learned from observations aligned to their Professional Development Plans. They are becoming more reflective practitioners. Not only are they helping their students with giving and getting feedback, they are modelling the feedback to and from each other.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff have a Professional Learning Plan, aligned to the DEC Performance and Development Framework.	All staff have worked on their individual Professional Learning Plans. The professional needs of the staff and the school were recorded and appropriate courses, visits to/ from other schools etc were sought.	Discussion of PDPs was achieved in RFF and teachers' own time. All professional learning funds were expended on course costs and release for teachers to attend, or to plan together at school.
Staff have an understanding of the accreditation process and submit evidence for their successful accreditation to BOSTES.	Eligible teachers have completed their accreditation this year. Older teachers have begun looking at the process and several have applied for BOSTES numbers in readiness. Staff members have begun to apply for their Working With Children Checks in readiness for 2018.	QTSS funds were expended to provide mentoring and feedback to the beginning teachers, to support teachers preparing for their accreditation and have other meetings with teachers who were working on programs to develop staff initiatives.

Next Steps

Most of the Staff have requested that they continue the mutual observations of each others' practice and the reflective discussions afterwards, as well as occasional learning walks through classrooms focused on just one or two criteria each time.

All teachers will need to get their own WWCC during 2017 in preparation for requirements in 2018.

Strategic Direction 3

Responsible Citizens

Purpose

Our students will be encouraged to achieve personal goals while becoming resilient, compassionate, informed and ethical members of the wider community.

Overall summary of progress

All staff attended a Saturday conference, "IonTheFuture". Some of the keynote speakers focussed on making the learning part of the wider community, in order to develop empathy and consideration for the people and surroundings in the students, and to give them real life learning. A renewed focus on the Positive Behaviour for Learning Program combined with Visible Learning Goals, reminded students how to support each other in learning and in emotional/ social contexts.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Decreased percentage of students with Office Behaviour Referrals Attendance rates across the grades are consistent Students are working with community groups.	Office referrals have increased in terms of the number of different students who need intervention. There are however one or two students who need continued support and guidance more regularly. Plans are in place for these students.	Funds from RAM were expended on the employment of an SLSO, with additional funds of \$11 300 going towards a second part-time SLSO.

Next Steps

The students have begun to look at the sustainability project with some plans for working with the wider community, especially the team from Kimbriki to grow vegetables for canteen's use and to teach the younger students about composting and worm farming. In 2017, this program will step up as a highly valued program in the school. Parents will be invited to join, with the possibility of the garden being a community garden. Students and teachers work with the Progress association to provide help and support for local ceremonies, visit the nursing home and the pre-schools. The community supports and is supported by local businesses.

The SLSO will be employed to provide structured play for a small group of individuals who need more support in the playground.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	The school was appointed a teacher one day a week for the new arrivals program. This teacher was a fully trained LBOTE teacher. The school has not had trained support in the past. The teacher was able to work with an additional small group of students, as well as providing valuable guidance to classroom teachers.	Additional funds of \$2908 were expended in teacher release time for training, consultation with the learning support teacher and materials to help our LBOTE students.
Low level adjustment for disability	The school used some RAM funds, school funds and a donation from the P & C to fund two part time School Learning Support Officers. Additional RAM funds for a two day Learning Support Teacher were also used.	All RAM funds of \$5422 flexible funding were expended, along with \$9000 from P and C and school funds of \$20000 to employ SLSOs Total for all funds was \$54 000
Quality Teaching, Successful Students (QTSS)	We funded a staff member to attend the Mentoring Workshop at Sydney University. The QTSS allocation enabled the school to hold Quality Teaching observations and partnerships in the school. The mentor was released to facilitate discussion with the partner teachers.	QTSS funds of 0.168 FTE were expended for teacher release for this project. Additionally, course fees of \$500 were provided for the mentor to attend Professional Learning at Sydney University.
Socio-economic background	The school was able to provide assistance to several families to enable their children to participate in a wider range of activities, to have materials required etc.	All RAM funds for socio-economic background \$2711 were expended.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	120	122	121	122
Girls	104	99	104	112

Student enrolments remained constant until semester when the enrolment trends have begun to rise. The additional enrolments for 2017 will likely necessitate creation of an additional teaching position.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.5	96.1	98	97.1
1	96	96.5	94.3	94.7
2	95.5	96.8	94.6	95.6
3	97.9	97.2	96.5	94.9
4	94.8	98.1	95	96.4
5	96.7	95.2	96	94.3
6	94.3	95.9	94.4	96.1
All Years	96.1	96.6	95.6	95.5
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

Management of non-attendance

Student attendance remains higher than State levels.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Head Teacher(s)	1
Classroom Teacher(s)	7.78
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Counsellor	1
School Administration & Support Staff	2.42
Other Positions	0

*Full Time Equivalent

There are no Aboriginal or Torres Strait Islanders employed at the school.

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	40

Professional learning and teacher accreditation

All staff have Performance Development Programs and Professional Learning goals. Some new scheme teachers have been accredited through NESA (previously BOSTES) at proficient level. This will be a requirement for all experienced teachers in 2020 so staff have received information and training in how this will work and the expectations for applications.

In 2016 all members of the teaching staff attended the iOn the Future Conference where there were a number of sessions on 21st century learning. Other funds were expended on release for teachers to participate in the Quality Teaching rounds held within the school.

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

Financial summary

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016. During second semester the school transited to LMBR.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	364 992.38
(2a) Appropriation	295 747.90
(2b) Sale of Goods and Services	2 908.92
(2c) Grants and Contributions	65 616.84
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	718.72
Expenses	-222 125.87
Recurrent Expenses	-222 125.87
(3a) Employee Related	-63 213.14
(3b) Operating Expenses	-158 912.73
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	142 866.51
Balance Carried Forward	142 866.51

The school has been saving to employ an additional teacher for 2017. The Equity Disability funding includes the salary for the Learning Support teacher.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	1 596 507.35
Base Per Capita	12 094.69
Base Location	0.00
Other Base	1 584 412.66
Equity Total	57 686.94
Equity Aboriginal	0.00
Equity Socio economic	5 422.19
Equity Language	2 908.40
Equity Disability	49 356.35
Targeted Total	0.00
Other Total	405 056.39
Grand Total	2 059 250.68

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

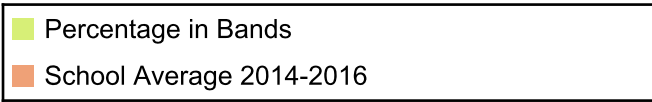
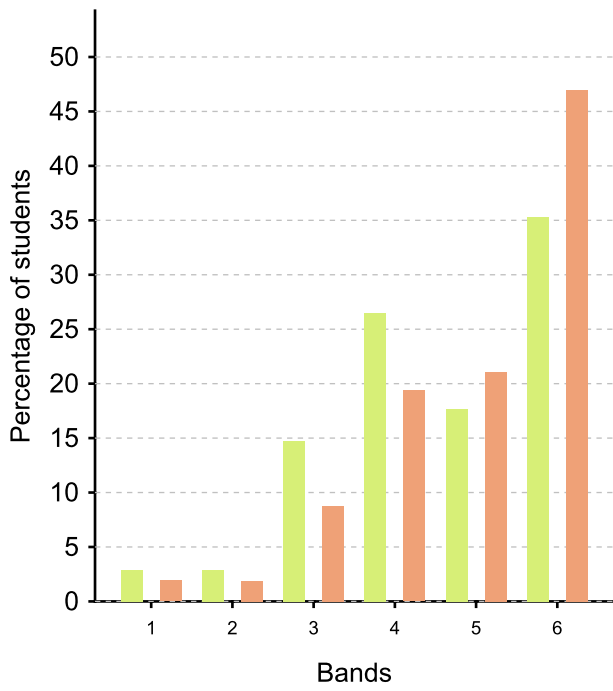
NAPLAN

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

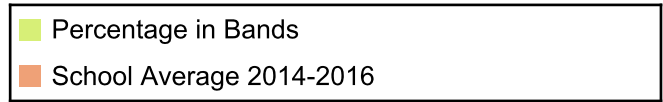
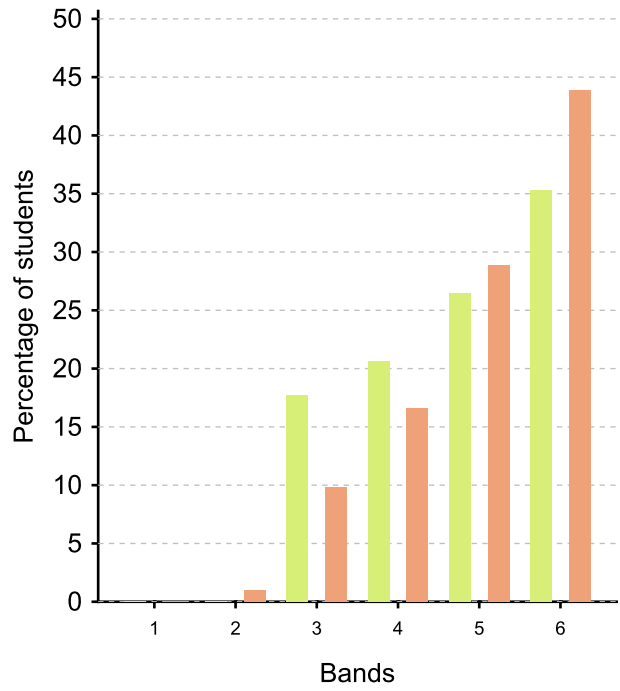
In Year 3 the bands range from Band 1 to Band 6, and in Year 5 the bands range from Band 1 to Band 8.

With a school focus in 2015–16, the school continues to score well in Reading and Grammar and Punctuation in Year 3 and Year 5. Writing and Spelling will be more of a focus for 2017, with a new whole school spelling program to be trialed.

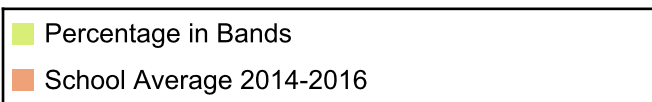
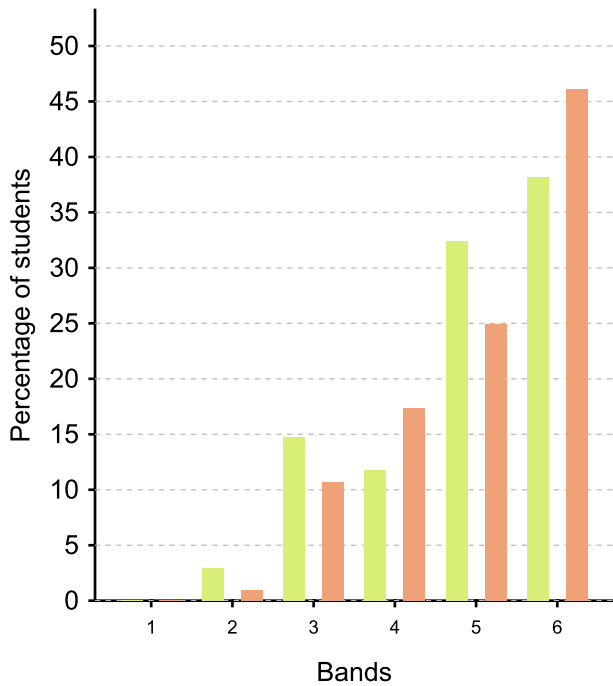
Percentage in bands:
Year 3 Grammar & Punctuation



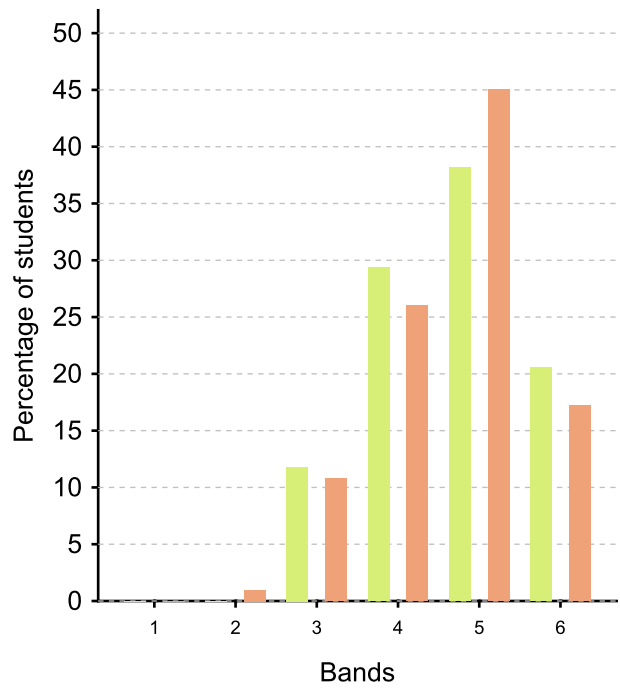
Percentage in bands:
Year 3 Spelling



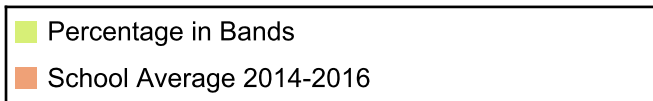
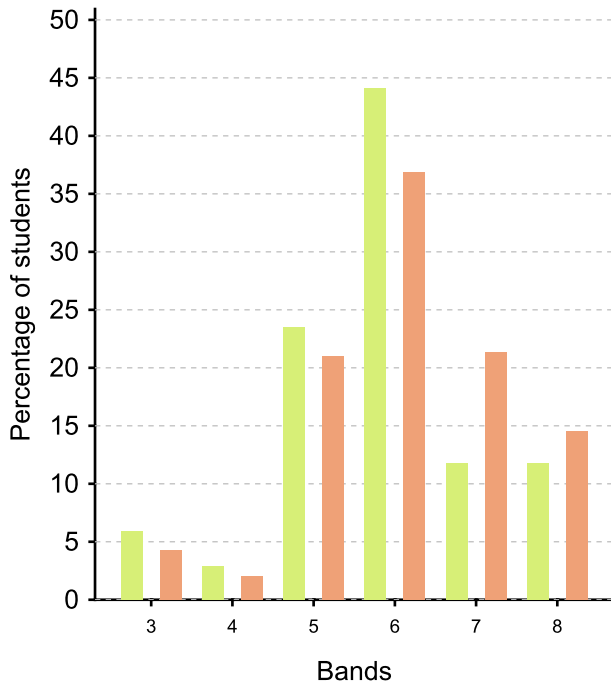
Percentage in bands:
Year 3 Reading



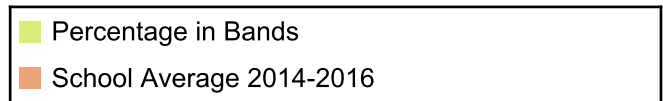
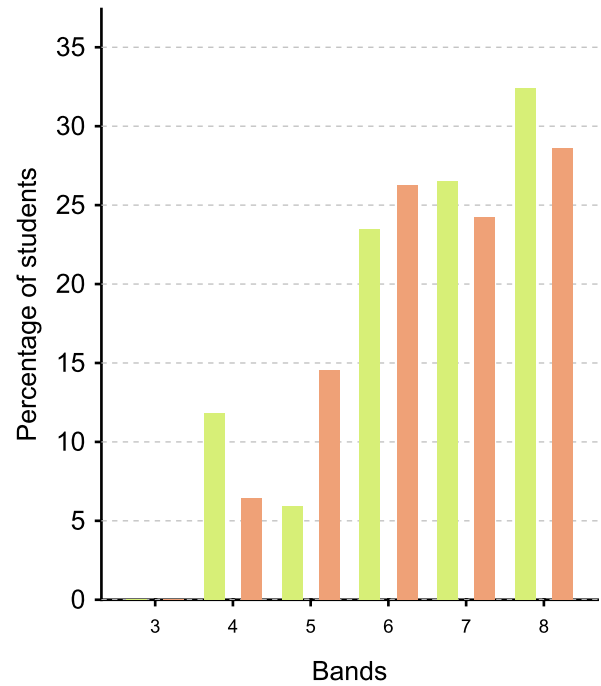
Percentage in bands:
Year 3 Writing



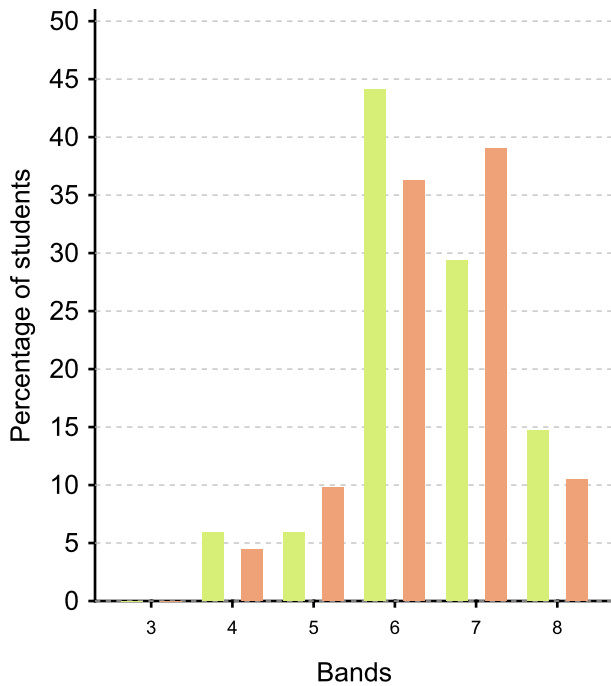
Percentage in bands:
Year 5 Writing



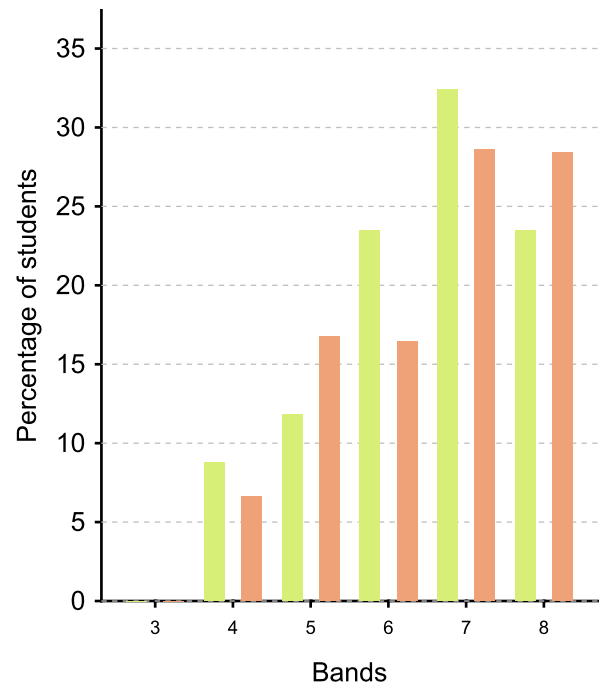
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation



Performance in numeracy was strong, with achievements in the top two bands for Year 5, better than the school average over the previous three years. Almost 40% of Year 3 scored in the top band (Band 6). The students who scored in Bands 3 and 4 show that the questions involving more sophisticated problem-solving were the most difficult for these students to give a correct answer.

Parent/caregiver, student, teacher satisfaction

In 2016 parents, students and staff completed the Tell Them From Me Survey. The survey aimed to help improve student learning outcomes and measure factors that are known to affect academic achievement and other student outcomes. The focus was on student wellbeing, engagement and effective teaching practices. The survey showed students were aware of the expectations within the school and engaged with visible learning techniques that teachers were using in the classroom. All students surveyed valued school outcomes and believed that what they were learning in the classroom was directly related to their long term success. Parents also agreed that the school had a positive learning environment and expected students to listen to teachers at school and do their best in the classroom. Student effort in completing homework was below the NSW Government norm. This trend was reflected in the parent survey which indicated a lower level of support for learning at home than average. Parents expressed an interest in having extra workshops within the school on student well-being. Teachers indicated that they believed the school had an inclusive environment and that data informs their practice. Learning culture was rated as very important to teachers in the school, and professional learning sessions were improving classroom practice. Visible learning and Quality Teaching Rounds were seen to be helping improve classroom practice. .

Policy requirements

Aboriginal education

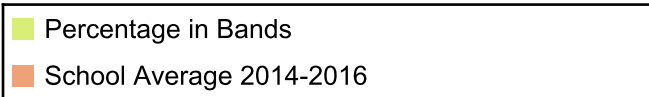
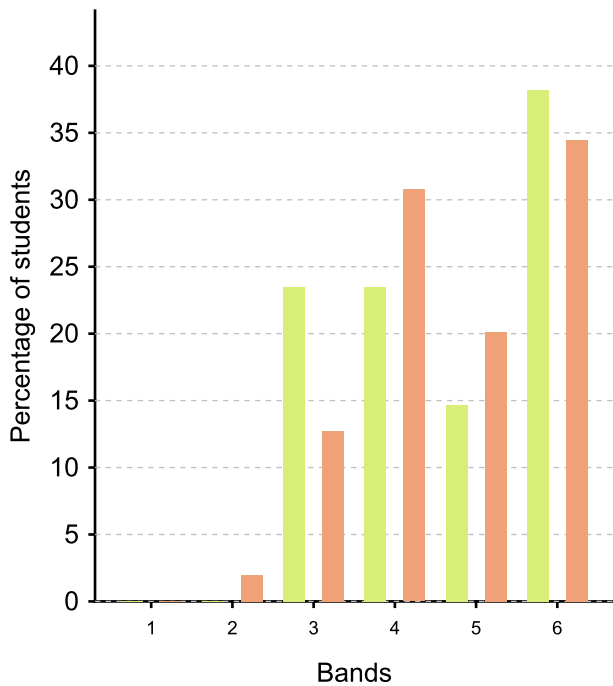
The school no longer has Aboriginal students. The school is, however committed to the DET Aboriginal Educational policy. All Aboriginal students who may be enrolled in the school will have a personalised Learning Plan developed with their families and the staff. During 2016, representatives from each school in the Warringah Community of Schools has been working with the AECG to develop a program to support the Aboriginal students within the community of schools, including activities for the families to get to know each other as well.

Multicultural and anti-racism education

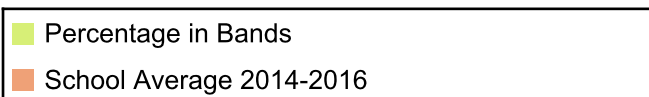
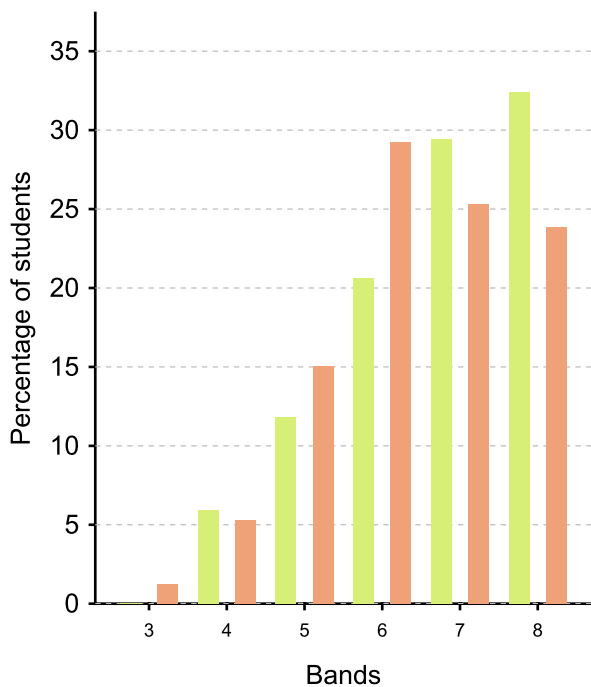
A new teacher was trained as the Anti-Racism Officer during 2016.

The school continues to include performances and incursions from other cultural backgrounds. In 2016 the Chinese Lion Dancers came and the school studied aspects of Chinese life and celebrated Chinese New Year. The Italian language program continues to grow, and in 2016 the school hosted a gelato day which the community joined in. Students learn Italian from Kindergarten to Year 6 and perform items in the Italian language at various Open Days. The Year 6 students visited Haberfield and shopped locally using their Italian

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Parents can access data about the NAPLAN results from the My School Website.

In addition Year 6 students sat the VALID science test in 2016. 70% of those students scored in bands 4–6, while 23.3% of students scored in Band 3.

skills to make purchases; they visited several places of interest to learn about the history of migration from Italy to Australia and the contributions those migrants have made to a multi-cultural Australia.

Other school programs

LIBRARY

Terrey Hills PS Library opens Mondays, Tuesdays, Wednesdays and Thursdays before and after school and for second half lunch. Every student has a Library lesson with the Librarian each week and all Library classes use computers as part of their Library program. Students are also able to use the library at lunch time for a wide range of activities.

In 2016, 18656 resources have been borrowed by staff and students, an increase from 16563 in 2015, an increase of over 2000 items borrowed. This represents over 440 items borrowed weekly

There were 15852 books borrowed by students in 2016, an increase from 13353 books in 2015, an increase of 2499 or 19%. The largest borrowing year was Year 1 with 4053 loans. In 2015 the largest year group borrowing was Kindergarten. 512 books were borrowed by a member of staff. The most popular book was borrowed 43 times (Super Fly Guy). As part of Library and Information Week, **National Simultaneous Storytime** was held in the Library on Wednesday 25th May from 10.30am with Kinder Sharks, Kinder Seals and 6 Stingrays. They were amongst 520,000 participants at over 3,500 locations around Australia, experiencing the reading simultaneously. We watched a video of Kate and Jol Temple's book I Got This Hat. Students made a pirate hat and eyepatch to wear to the celebration and participated in a special morning tea in the Library.

In all years, females borrow more than males, except in Year 1 and Year 2. The ability for students to reserve books has proved to be very popular. Over 1000 reservations were placed in 2016, with 3 Whales making early 400 reservations. 1181 additional items were added to our collection during 2016, giving a total collection of 24844. Over 3000 searches were conducted on the Internet. The largest part of our collection is the Premier's Reading Challenge, followed by Nonfiction and Readers.

Premier's Reading Challenge (PRC) For the eighth consecutive year, 100% of students at Terrey Hills finished the PRC. In 2016, 11770 books were read by students. K-2 students read, or had read to them, 5850 books. Years 3 to 6 read, by themselves, 5920 books. 40 students earned Day of Food at the Canteen awards for completing a challenge 4 times (reading 120/80 books). 25 students received the Platinum Premier's Reading Challenge Certificate for completing a Challenge 7 times. Every student who started Kindergarten in 2010 at Terrey Hills received this Certificate. This achievement of completing a PRC every year from Kindergarten, was also repeated by the 38 students who received a Gold Premier's Reading Challenge Certificate for completing a Challenge 4

times. The popularity of the PRC is reflected in the borrowing statistics. When the Challenge is underway from February to August, nearly 6000 books per quarter are borrowed. This drops to less than 2500 per quarter once the PRC is finished. To celebrate our fantastic achievements, a PRC BBQ was held in Term 4. The three winning classes were 5 Dolphins (first class with every student completed); 2 Starfish (68 completions – highest in K-2) and 6 Stingrays (106 completions – highest in Years 3-6).

Book Week Book Week was celebrated in September with the theme of **Australia Story Country**. Students created word clouds, using Tagxedo, Wordle or ABCYA with words that they associated with the theme.

Book Fairs Two successful Book Fairs were held in the Library in 2015 – the first to celebrate Grandfriends' Day (March) and the second was held during Education Week as part of our Book Week celebrations. Both Fairs were provided by Scholastic Books. \$1307 in commission was earned at the second Fair.

Book Club Scholastic Book Club operates once a term at the school and parents order books from the online LOOP system. The rewards to the school are 20% commission on all orders placed. This year we earned \$865 in commission, taken as books. This was slightly less than 2015.

MUSIC

2016 was another truly exciting year for Music at THPS! Every student in K-6 has a weekly music lesson with a specialist Music Teacher and through the year enjoyed many performances. The extra-curricular music program continues to grow with over 100 of our students learning a musical instrument at school. We would like to thank the large team of nine Extra Curricular Music Staff who have made 2016 an exciting and dynamic musical year at Terrey Hills. Their dedication to our students is amazing and the high level of achievement that our students have achieved on their instruments is a credit to them. This year one of our true highlights was seeing two of our students being selected to perform individual items at the Sydney Opera House at the Arts Alive Choral Concert in September. Six year 5 & 6 students were also selected to perform with the NSW State Wind Ensemble; two were selected to be part of the Arts Alive Combine Schools Concert Band and five successfully auditioned to perform with the Arts Alive Combine Schools Choir. These achievements from such a small school demonstrate the great commitment these young students have to their music. Our ensembles programs continue to expand and in 2016 our membership numbers were: Choir – 64 students, Wind Orchestra – 38 students (Yrs 3-6), Concert Band – 46 students (Yrs 2-6), String Orchestra – 28 students (Yrs 2-6), Mezzo Strings – 14 students (Yrs 2-5), POCO String Ensemble – 14 students (Yrs 1-2), Stage Band – 26 students (Yrs 4-6), THPS Symphony Orchestra – 62 students (Yrs 2-6)

Choir

Choir is made up of 64 students from years 5-6. This

year our choir competed in the Northern Beaches Eisteddfod and was awarded 1st place in the Primary School Choral Section! They also performed at several school events as well as our Year 6 students performing at the Sydney Opera House in September. A special thank you to Angela Pellitier for being our pianist this year and to Bill Risby for helping us with some recordings.

Concert Band

Our Concert Band is our entry level school band and continually grew through the year until we have 46 members. We enjoyed Music Camp in July and loved performing for our family and friends. One of our highlights this year was performing at the NSW Band Festival at UNSW where they received a Silver Award for their outstanding performance in the Primary School's Concert Band Section.

Wind Orchestra

Wind Orchestra was made up of 38 talented students from Years 3–6. Our Wind Orchestra also had a busy year performing at many events. They loved Music Camp and performed at the NSW Band Festival at UNSW where they also received a Silver Award for their outstanding performance in the Primary School's Concert Band Section.

String Orchestra

Our String program continues to grow from strength to strength. We would like to especially thank Mrs Lisa Buchanan and Felix Hoffman–Est for their amazing dedication to our string players. We have violins, cellos, violas and double basses in our program. The strings are divided into three ensembles – the String Orchestra, Mezzo Strings for our second year players and POCO strings for our littlest beginners.

Stage Band

This year we officially named our Stage Band 'Terrey Hill Big Band' and these talented musicians enjoyed their first tour to Port Macquarie where they performed at the Big Band Blast. We loved working with John Morrison, Martin Hardey and John Pennings and grew in standard and confidence. We were chosen by the NSW Band Festival organisers to be one of the demonstration Stage Bands in the Frank Coughlan Event and performed along with some of the best Stage Bands in NSW. This was truly an amazing experience as we received a tutorial with James Morrison and performed with him on stage.

THPS Orchestra

For the third year running we re-formed our seasonal Terrey Hills Public School Symphony Orchestra with 62 members from our Wind and String program. It is very rare for a Primary School to have a full orchestra with String, Wind and Percussion players, especially in a school our size. This year we delighted our parents at the end of Year 3–6 Presentation assembly with an amazing performance of 'Cumberland Cross'.

SPORT

For each Zone Carnival in swimming, Cross Country and Athletics, approximately 30% of students in Years 2–6, had the opportunity to represent the school, with 5 students making it through to the area carnivals and one student progressing to State Athletics.

Throughout the year, students in Years 3–6 have the opportunity to participate in a range of PSSA sports including softball, T–ball, soccer, AFL, Netball, Cricket and Eagle Tag with participation ranging from 65% to 80% of primary students involved each season.

The Swimming programs, one for Kindergarten and Year One and the other for Years 2 and 3 provided lessons for 130 students at Terrey Hills Swim Centre.