

Terrigal Public School Annual Report



2016



3191

Introduction

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

Mr Michael Burgess

Principal

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Message from the Principal

Each year I report that it has been a busy year but 2016 has been particularly busy. Our students have continued to learn in classrooms, achieve on the sporting fields and perform on the stage. My teachers and support staff have continued to deliver high quality programs for students. All of those things create a busy school normally but in the background we are undergoing significant change.

In 2016 our finance, administration, student management and human resource management software changed. Normally they change one system at a time but this year has seen all of them change at once. On top of this, there have been significant changes to programs and expectations that impact on the school.

Parents and students probably haven't noticed much difference, as most of the changes are to background processes. However, staff, and especially the administration staff, have been paddling furiously whilst we continue to present a calm, steady exterior.

Our school continues to grow in student numbers with an increase from 760 to 796 students. This resulted in an additional classroom being needed and a demountable was installed in Term One. Students have been formed into 30 mainstream and three support classes.

With the support of the P & C we have been speaking with our local member and key Department of Education personnel about the pressures our growing school is presenting in terms of space and our ability to manage the school with the growing number of demountables. This led to our school being able to put forward a business case for a new building. This has now been submitted to the Department of Education for consideration. The difficulty is there are many schools out there, especially in Sydney, with similar or higher rapid growth needs. We will wait and see what response we receive.

In academic performance our students continue to achieve at state means for all areas in literacy and numeracy. Our growth data indicates that students at Terrigal grow between Years 3 and 5 at a similar rate to the average for all students. We continue to be under-represented in the lower achievement bands and have pushed students towards higher bands, however, there is still more work to do in moving more students to the highest achievement level.

In 2016 we have received additional funding, commonly referred to as Gonski funding. For our school this is the first year that the additional funding has been more significant. This funding was used to provide additional direct support to approximately 60 students with specific learning needs., programs to support Aboriginal students, intensive English language programs for identified students, in-class support for students with low level disabilities and support for beginning teachers.

A significant project in 2016 was the construction of two cricket training nets. The nets were funded with a \$25 000 grant

from our local Member for Terrigal, Adam Crouch, \$5 000 from the P & C, \$7 000 from student fundraising and \$3 000 worth of materials from the Terrigal Matcham Cricket Club.

Looking forward, 2017 will be another busy year with many more new 'initiatives' coming from the Department for us to manage and implement. Next year is also a planning year for all public schools, with a plan to be implemented in 2018 – 2020. Consultation will occur with the school community in this planning.

On behalf of the school I thank the P & C for their ongoing input into school directions, programs and funding. We are fortunate to have a functioning, effective P & C focussed on working with the school to do the best for the students.

Mr Michael Burgess

Principal

Message from the school community

The aim of any Parents and Citizens Association (P & C) is to provide a forum for the exchanging of ideas, the sharing of views and the implementing of changes within a school community. At Terrigal Public School we have a small but enthusiastic P & C team that work hard to do these things and raise funds to provide all the extras that help the children achieve in their learning. Thank you to everyone who comes to our meetings. Your time and your contributions to these discussions are very much appreciated. In 2016 we have had a fairly stable number of members.

2016 is best described as a maintenance year for the P & C. We had many challenges with changes in circumstances and the turnover of executive members. These things are unavoidable and the remaining executive members have coped as best they could!

Our uniform shop had a great year yet again, with a particularly busy kindergarten orientation. They provided a valuable service to the school, outfitting the children in comfortable and stylish school wear and donating all profits back to the school.

The canteen had another amazing year making \$14 200 for the P & C. It is continuing to do a wonderful job, introducing new healthy products and boosting volunteering numbers through hard work. Extra staff and more paid hours have allowed Lyn and Mandy to keep up their great work.

Other smaller fundraisers like Mothers and Fathers' Day stalls and raffles, BBQs, calendar sales, our end of year raffle and cake stalls raised over \$10 000 for the school.

The P & C, in conjunction with the master-plan committee and the staff at the school, will continue to look to ways to best spend these funds that will benefit the school community as a whole.

The P & C is run by an amazing executive group and I would like to thank them for their tireless efforts to support the school and each other.

This could not happen without many, many other supporters who have contributed in so many other ways, volunteering in the uniform shop and canteen, working on stalls, organising prizes for raffles, setting up stalls and tents at the fair, selling raffle tickets – the list is endless and thank you. Although it is not possible to thank everyone by name, please rest assured that all parents who contribute to school life are valued and appreciated, along with those who are not able to volunteer, but who pay school fees, which gives us funds towards improving the school for the staff and children of Terrigal Public School.

To the teachers and office staff at Terrigal, our great thanks for your help during 2016.

I would like to also thank Michael Burgess, along with Toni Formby and Tracey McKeown, for their ongoing support of the P & C.

Virginia Hunt—Terrigal Public School P & C President—2016

School background

School vision statement

Terrigal Public School aims to empower students with the knowledge and skills necessary to achieve their full potential. We recognise children as individuals, catering for their needs and talents and fostering tolerance and harmony in our community.

Terrigal Public School's mission is:

“Preparing our children for the future in a positive and caring environment.”

Our vision and mission are underpinned by our values:

- Excellence
- Integrity
- Responsibility
- Co-operation
- Respect
- Fairness
- Participation
- Care

Our school motto “ Play the Game ” encourages students to be involved, stick to the rules and try their best.

School context

Every child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual learning paths. Teachers use information about individual students' capabilities and needs to plan for student learning so as to engage them in rich learning experiences, developing the vital skills for flourishing now and in the future years. By sharing information about learning, teachers engage parents as active participants in their children's education and work together as a learning community to build the capacity of all students so that they develop knowledge, understanding, creativity and expertise in all areas of learning to achieve their personal goals and lead successful lives in the 21st century.

Terrigal Public School recognises and values the importance of students, staff, parents and the wider community in creating a positive and supportive learning environment. The school has a strong P & C that provides feedback and input into policies and school directions. The P & C also works tirelessly to provide funding and support to various school programs and projects.

As a member of the Terrigal Learning Alliance we work to provide a clear learning pathway from K – 12. We actively contribute to the Kurriwa AECG and value our links with our Aboriginal families and broader community.

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.

Our school strives for excellence at all times. Factors such as changing enrolments, changes in staff and changes in expectations from the Department of Education influences where our self-assessment indicates we are performing on the continuum outlined in the Schools Excellence Framework.

Our self-assessment process involved the collection of evidence from a variety of sources. This evidence was collated by the executive team and then analysed to identify the descriptors which applied to our school.

In the Learning Domain the self–assessment indicated that our school is sustaining and growing. Our school is committed to strengthening our learning programs. We have positive and respectful relationships between staff and students and student wellbeing is a priority. Clear and consistent behavioural expectations lead to positive learning environments.. We have strong partnerships with Terrigal High School and Erina heights Public School and this leads to stronger professional learning and a clear pathway for students K – 12. There are strong processes in place to identify student learning needs, involve parents in planning to meet those needs and programs to address these needs. The school achieves good growth across all areas and has more than 20% of students achieving in the proficiency bands..

The future directions for the school within the teaching domain will focus on developing consistent whole school assessment practices and continuing to refine our reporting to parents processes.

In the teaching domain our self–assessment indicated that our school is delivering. All of our classrooms are well managed and planned teaching takes place so that student learning is maximised. Our professional learning program focusses on building teacher skills. The use of data informs teaching. There is a high level of collaboration between teachers in planning and reflecting on teaching. Teachers willingly share their knowledge and expertise. All teachers complete a professional development plan and set goals for improving their practice.

The future directions for the school within the teaching domain will focus on. further improvement to feedback for students and greater use of data to inform and monitor teaching.

In the leading domain the self–assessment indicated that our school is sustaining and growing. Our school has high expectations for all students. We have productive relationships with a range of external organisations to support students and the school. The school strategically plans to ensure resources are applied to improve student outcomes. Systems and processes are reviewed and improved to ensure there is ongoing improvement and that all staff are operating effectively.

The future directions for the school within the leading domain will focus on ensuring the plan for 2018 –2020 reflects the needs and aspirations of the school community. Also that systems and practices are responsive to emerging needs.

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

STUDENT WELL-BEING: Confident, organised, resilient, persistent students who are capable of getting along with others.

Purpose

To foster and improve the mental health of students by applying the keys to success in all environments.

To create an educational environment full of resilient and confident students who value knowledge and opportunities to succeed.

Overall summary of progress

The You Can Do It program has been implemented across the school. Students undertake lessons focussing on the five keys to success each Tuesday. These lessons build student capacity in being organised, getting along with others, being persistent, developing confidence and being resilient.

In 2016 our school was officially recognised as a KidsMatter school with the presentation of our certificate and sign. This presentation signified that our school had successfully completed all phases of the KidsMatter training and that we were implementing the strategies we had identified in our plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
reduction in negative behaviours. Student and parent knowledge of the five keys to success. Reduction in the number of complaints from students and parents regarding negative behaviour and bullying issues. Improved student attendance data.	Reviews of Sentral data indicate that higher level incidents have been reduced. Incidents are dealt with directly by teachers. All teachers are explicitly teaching skills via the You Can Do It program during weekly lessons. Feedback from parents indicates that incidents of bullying have been reduced. Feedback also indicates that bullying does occur, however, there is also a high level of confidence in the school community that incidents will be dealt with and resolved by the school. Student attendance data remains at similar levels to the state mean for attendance. Parent and staff surveys indicate that enhance processes for monitoring attendance are valued by the school community.	Ongoing You Can Do It training for lead staff. \$1450 Training of new staff and updates for all staff \$750 Release for program co-ordination \$1010

Next Steps

In 2017 we will undertake a comprehensive review of our good discipline and student well-being processes and systems. Whilst our current systems are quite effective in managing student behaviour in a positive way, not all practices reflect policy. The aim is to increase alignment and consistency across the school.

Strategic Direction 2

STUDENT LEARNING: Lifelong learners and active citizens.

Purpose

To create lifelong learners and active citizens through the provision of rich learning experiences that build knowledge, understanding, passion, creativity and success towards personal goals.

Overall summary of progress

Over the last two years the school has had a focus on shifting pedagogy to reflect the needs of learners in a changing world. In 2016 we had a combined professional learning event with Terrigal High School where Maggie Hamilton, author, spoke about the changing pressures on adolescents and, in particular, on girls. Maggie provided insight into how the pressures of social media and being contactable at all times via a connected device is changing the way students interact and react. We also had Pete Blesina, 'The Gadget Guy', present his thoughts on the directions of technology and the types of skills and knowledge students will need in the future.

The L3 program has been implemented in Kindergarten and Year 1. The program has provided supported professional learning for teachers in using data to identify specific teaching points for each student and providing differentiated learning tasks to move students to the next learning level.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School excellence data information. NAPLAN analysis and use of strategies. PLAN software continuums. National collection of disability data	School excellence data indicates that the school has made significant progress in a number of areas. NAPLAN results are analysed and areas for improvement are identified. Teachers in Years 4 and 6 undertake a program to ensure these areas are reviewed. Progress in Literacy and Numeracy (PLAN) software is used to track students against the literacy and numeracy continuum from Kindergarten to Year 4. This year the use of the PLAN software was extended to Years 5 & 6 in monitoring writing. The school has put in place effective systems to collect and monitor information about all students requiring adjustments due to disability across the school. Each year teachers consult with parents to complete an individual plan that describes the student's disability and the adjustments being made to support the student's learning. The data from these plans is used to complete the National Collection of Disability Data	Executive planning and school excellence validation workshop. \$6250. NAPLAN analysis workshop \$5500. NCDD planning and data input \$5500.

Next Steps

In 2017 teachers in Year 2 will undertake L3 training. Teachers from Kindergarten and Year 1 will undertake maintenance training in L3 to continue support with changing their approach to teaching literacy. This will mean that all teachers teaching Kindergarten, Year 1 and Year 2 will be trained and will be using their knowledge to provide differentiated learning in literacy.

Strategic Direction 3

QUALITY TEACHING: Expert teachers who are collaborative and reflective.

Purpose

To further develop expert teachers through a visible and transparent learning culture that promotes reflection, innovation and collaboration.

Overall summary of progress

Each staff member has now completed one full cycle of the professional development planning process. Each staff member identified at least three professional goals for 2016 and worked towards achieving those goals.

Our teachers whom require accreditation are on track to complete their accreditation or are in the ongoing maintenance phase of their accreditation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff members develop a PDP which identified professional goals and evidence of achievement. All teachers are accredited as proficient by the end of 2017 with some teachers working towards higher levels of accreditation. RAM literacy and numeracy funding used to support teaching. Staff, student and parent surveys	Each staff member has completed a full cycle of goal setting, professional learning and reflection as part of the Performance and Development Framework process. Staff have a much deeper understanding of the need for goals to specific, measurable and have a time frame. The process in 2017 will be much stronger as staff have learnt a great deal from undertaking the 2016 process. The accreditation for primary school teachers has been pushed back to 2018 so this aspect has not been achieved. However, all staff members already on the accreditation cycle have continued their maintenance of their teaching accreditation. Funding through the new RAM model has allowed the school to support teachers to improve their skills in teaching literacy. In 2016 five teachers from Year 1 and one Kindergarten teacher undertook the L3 training. This training provides teachers with additional skills in explicitly and systematically teaching reading and writing skills. Teachers attended training days and they were then supported by in school training from a specialist tutor. Surveys were undertaken of parents, staff and students. The results are reported under the school satisfaction of this report	L3 Tutor fees \$23000. Release for teachers to undertake training \$22000. Release for executive staff to support teachers with their PDPs \$44000

Next Steps

In 2017 all staff will undertake Working With Children Checks as part of their work towards accreditation. Administration and support staff will also start a professional development planning process similar to the one undertaken by teachers.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	The Aboriginal Cultural Program at our school continues to grow and thrive providing learning opportunities for our students, staff and parents with a focus on building a sense of community and a network through our AECG and the Terrigal Learning Alliance. Staff, students and parents are very supportive of the program providing transportation to important rehearsals and events. Performances are well attended and are well received at our whole school weekly assembly. The appointment of additional staff with an Aboriginal background will add a new dimension to our program in 2017.	• Aboriginal background loading (\$13 176.00)
English language proficiency	All students requiring English language support have been provided with regular and ongoing specialist support. This has meant that all EAL/D students are currently progressing through English as a Second Language scales at an appropriate rate.	• English language proficiency (\$23 720.00)
Low level adjustment for disability	Each student identified through the learning and support process has been provided with direct in-class support by a School Learning and Support Teacher or Officer. This has resulted in all students making appropriate progress. NAPLAN data indicates that all students in Years 3 and 5 whom have received support have made progress greater than the state mean.	• Low level adjustment for disability (\$46 848.00)
Quality Teaching, Successful Students (QTSS)	The school only received funding under this program in Semester 2, therefore there has been limited time for this program to have an impact in the school. The funding was used to release each Assistant Principal to work with teachers within their team to improve their practice.	• Quality Teaching, Successful Students (QTSS) (\$62 820.00)
Socio-economic background	A specialist teacher has been employed throughout the year to work directly with students to provide additional learning support. The specialist has also worked with teachers to support them in designing and implementing ongoing programs for the targeted students. Approximately 60 additional students have received support who would not have otherwise received support.	• Socio-economic background (\$31 840.00)
Support for beginning teachers	Two teachers have received support through the Beginning Teacher Program. Each teacher has been supported by an experienced teacher as their mentor. Each teacher has received additional release time each week to analyse data and prepare lessons. They have also been provided with access to additional professional learning by the funding. The teachers' mentors also received additional release each week to work with the beginning teacher.	• Support for beginning teachers (\$31 840.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	382	391	405	428
Girls	343	348	358	368

Our enrolments continued to grow in 2016, with 796 students present at the beginning of the year. An additional class was formed and a new demountable was located near the staff carpark. It is expected that we will continue to grow over the next couple of years before our enrolments plateau.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	96.9	96.2	95.9
1	95.5	95.7	95.5	94.5
2	95.4	95.6	93.2	94.3
3	95	95.3	94.1	93.2
4	94.8	95.4	93.6	94.2
5	93.6	94.9	93.9	93.3
6	93.3	94.1	93.2	93.9
All Years	94.8	95.4	94.3	94.2
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

Our attendance rates continue to be equivalent to State mean rates. A significant factor in our attendance rates is family holidays being taken during school time.

Attendance is recorded each morning, with teachers following up unexplained absences after two days. Teachers have initial responsibility for monitoring

student attendance. Whole school attendance patterns are monitored every five weeks with students with attendance below 85% followed up with correspondence sent to the families. Ongoing low attendance rates are followed up with meetings with parents to support them in getting their child to school each day.

Class sizes

Class	Total
KL	19
KF	20
KC	19
KW	20
K/1N	20
KM	19
1/2W	21
1M	21
1H	21
1G	21
1A	21
2T	25
2M	26
2KS	24
2H	24
3/4WD	28
3PW	30
3L	30
3KR	29
4A	27
4M	28
4L	28
4CR	29
5D	29
5/6B	30
5N	30
5H	30
6HC	30
6C	29
6K	31

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	29.94
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
School Counsellor	1
School Administration & Support Staff	7.67
Other Positions	0

*Full Time Equivalent

Our school community is fortunate to have five permanent teachers and a permanent School Learning Support Officer whom identify as Aboriginal or Torres Strait Islander background. These staff members bring a rich cultural knowledge to support all students in developing their own knowledge and understanding.

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	24

Professional learning and teacher accreditation

During 2016 staff have undertaken a co-ordinated program of professional learning designed to support the achievement of the school strategic directions and meet mandatory training requirements.

A major focus was training for administrative staff and key executive in the LMBR suite of applications as we changed our systems in finance, human resources and student administration.

Other highlights were our combined school development day with the Terrigal Learning Alliance focussed on technology with the Gadget Guy, Pete Blesina, presenting on trends in technology. This was followed by workshops on a range of software applications and the use of green screen technology.

Another highlight was the presentation by Maggie Hamilton on the changing social landscape for children/teenagers with the use of technology. Maggie explored how teachers can support students in dealing with social media issues and the pressure social media puts on students to conform to social norms.

Staff were involved in training around the science and geography syllabuses, gifted and talented education, the teaching of writing and You Can Do It.

Staff also undertook mandatory annual updates and training in CPR, emergency care, child protection, code of conduct and health and safety.

Accreditation of teachers is co-ordinated by one of the school's Deputy Principals. All teachers required to be accredited are currently accredited and working on their maintenance of accreditation.

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.

In 2016 the school changed its financial operating system as part of the Department of Education's Learning Management and Business Reform. The changeover occurred on the 6th May, 2016. Hence the financial information below shows the balance sheet from the old OASIS system and then the information from the new system.

Our school asks families to contribute to the costs of educating students via voluntary school contributions. The level of contributions is set in consultation with the P & C association.

The school has carried forward a higher level of funds than normal for a number of reasons.

- To pay for casual and maintenance bills incurred in term four 2016 but not billed until the beginning of 2017;
- Grant funds to refurbish the old canteen. These joint funding funds are being carried forward as the refurbishment is to be undertaken in 2017. \$10 000 is set aside for this purpose;
- Funds set aside for the refurbishment of staff facilities. As student number grow so do the number of staff employed at the school. Funds have been set aside for this refurbishment and are carried forward as the refurbishment will occur in 2017. These funds include \$25000 for new furniture, noticeboards and whiteboards. \$15000 for improvements to staff toilets;
- An amount of \$47 000 is carried forward for

maintenance works due to be carried out in the January school holidays and first term of 2017. These include improvements to the softfall around the timber play equipment, improvements to drainage, replacement of rotting timber posts and painting;

Other uncommitted funds will be used to undertake other grounds work to improve the safety, appearance and functionality of a number of areas around the school. Funds will be used for technology replacement as our fleet of desktop computers and Smartboards come to the end of their usage life.

Income	\$
Balance brought forward	345 164.00
Global funds	212 052.00
Tied funds	160 893.00
School & community sources	145 757.00
Interest	3 523.00
Trust receipts	13 149.00
Canteen	0.00
Total income	880 538.00
Expenditure	
Teaching & learning	
Key learning areas	60 309.00
Excursions	42 077.00
Extracurricular dissections	42 891.00
Library	352.00
Training & development	230.00
Tied funds	160 980.00
Short term relief	64 068.00
Administration & office	69 462.00
School-operated canteen	0.00
Utilities	38 057.00
Maintenance	29 292.00
Trust accounts	15 304.00
Capital programs	74 472.00
Total expenditure	597 494.00
Balance carried forward	283 044.00

The information provided in the financial summary includes reporting from 6th May 2016 to 31st December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 034 127.50
(2a) Appropriation	810 063.50
(2b) Sale of Goods and Services	11 092.16
(2c) Grants and Contributions	211 003.76
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 968.08
Expenses	-747 569.53
Recurrent Expenses	-747 569.53
(3a) Employee Related	-427 394.15
(3b) Operating Expenses	-320 175.38
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	286 557.97
Balance Carried Forward	286 557.97

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.

The school's budget is formulated following a process where specific strategic direction teams determine their actions for the upcoming year and then decide what financial resources need to be applied to achieve their goals. The plans from each team are then considered by the senior executive (acting as the school's budget committee) to balance funding across those plans that will have greatest impact.

This year our school budget includes staff costs for the first time. Hence the total budget is significantly larger than previous years.

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	4 711 724.03
Base Per Capita	41 966.92
Base Location	0.00
Other Base	4 669 757.10
Equity Total	217 614.32
Equity Aboriginal	13 178.98
Equity Socio economic	31 843.03
Equity Language	23 723.42
Equity Disability	148 868.88
Targeted Total	606 372.60
Other Total	203 779.61
Grand Total	5 739 490.56

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

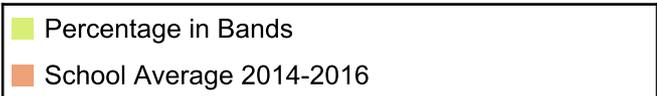
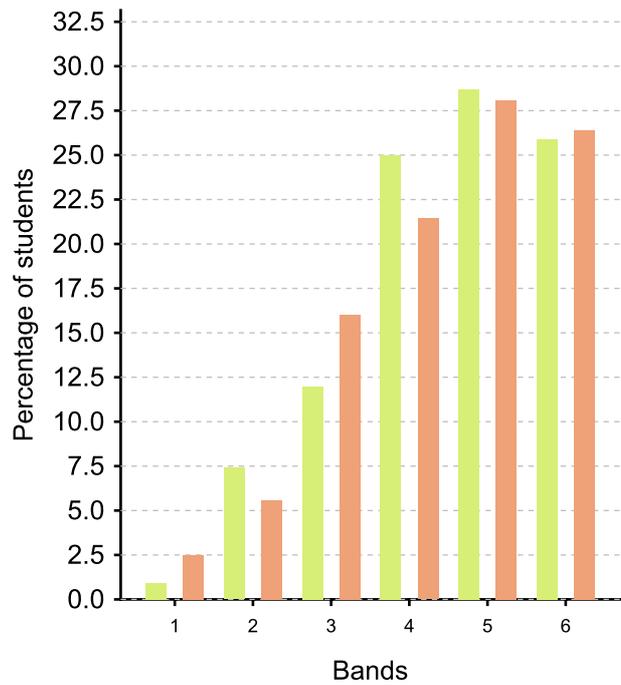
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The results for students from Terrigal Public School in Years 3 and 5 in literacy were statistically similar to the mean performance of students in all schools and also similar schools.

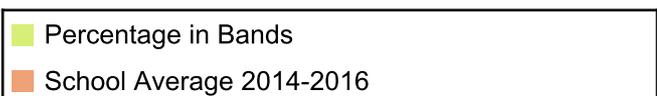
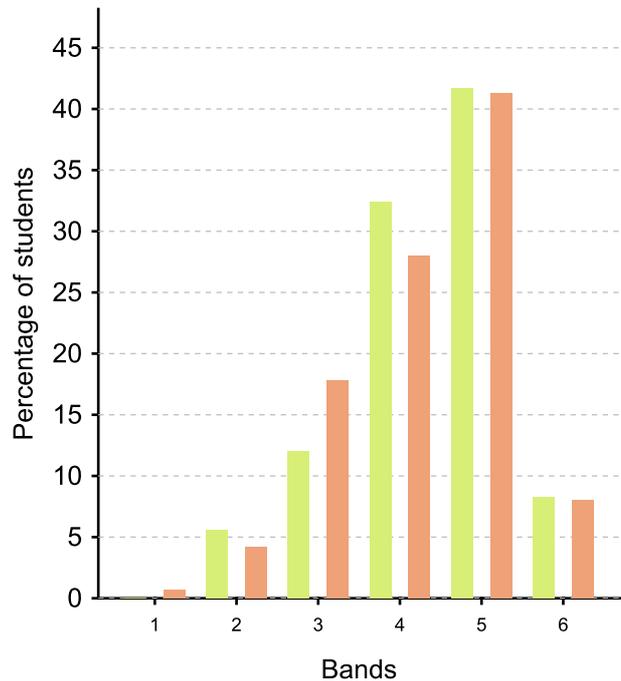
The school is underrepresented in the lower bands which indicates that programs to support students with additional needs are successful.

Over time the school has shifted more students from the lower bands to the middle bands. The school focus is now on developing differentiated and enriching learning programs to shift more students from the middle bands to the top bands.

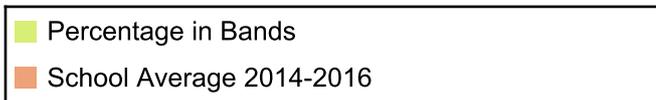
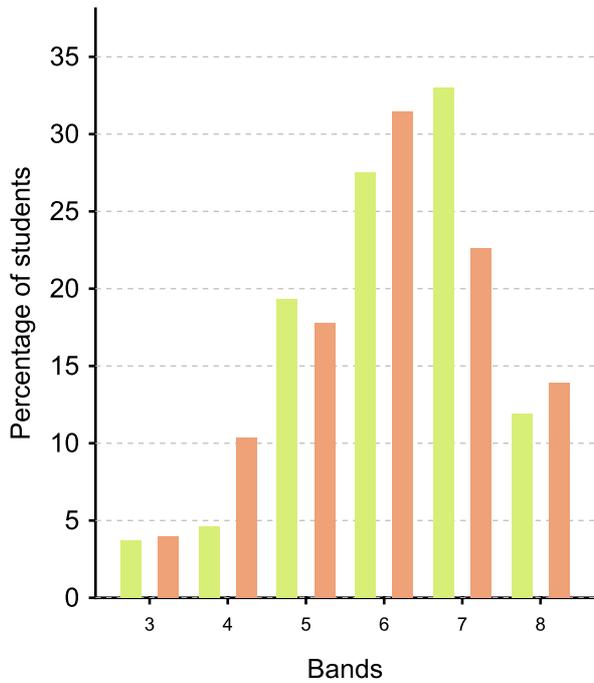
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Writing

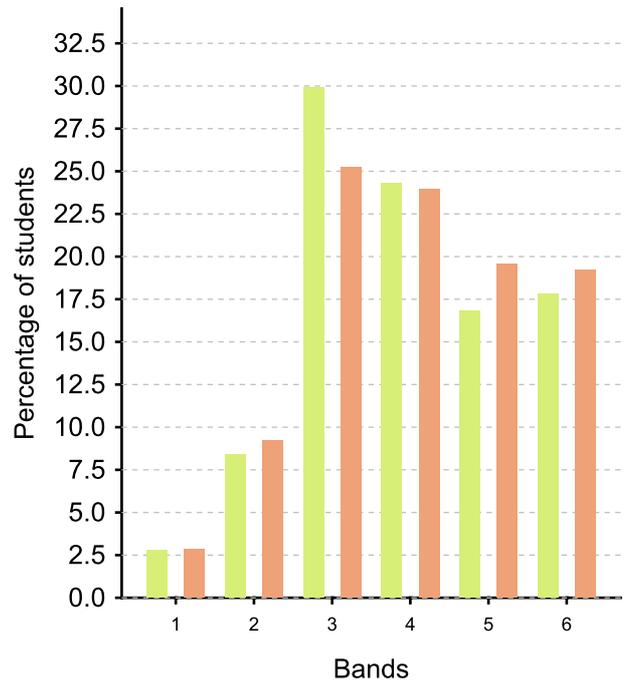


Percentage in bands:
Year 5 Reading

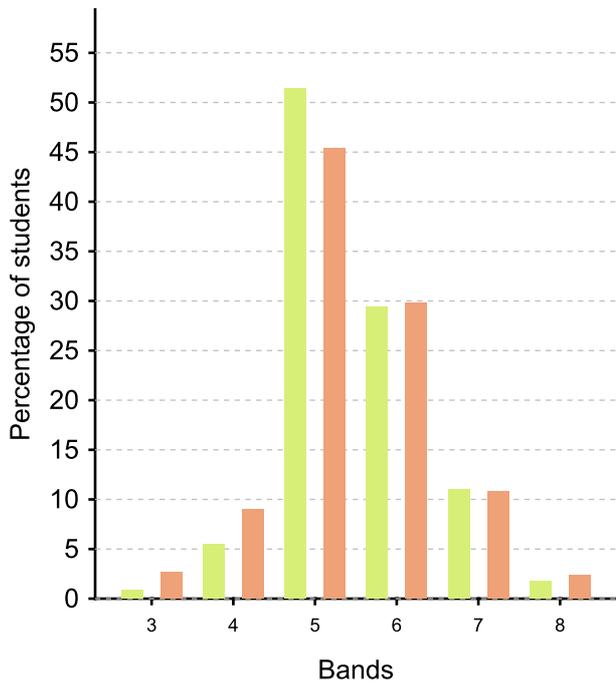


The challenge is to continue to shift more students from the middle bands to the top bands.

Percentage in bands:
Year 3 Numeracy



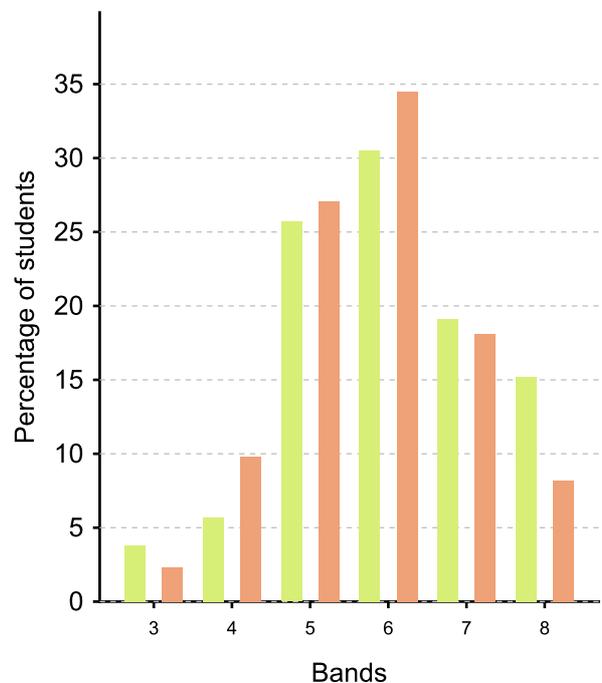
Percentage in bands:
Year 5 Writing



The results for students from Terrigal Public School in Years 3 and 5 in numeracy were statistically similar to the mean performance of students in all schools and also similar schools.

The school is underrepresented in the lower bands which indicates that programs to support students with additional needs are being successful.

Percentage in bands:
Year 5 Numeracy



The NSW Premier has set targets for improvement to services in NSW by 2019. In Education the target is to

increase the number of students in the top two bands of NAPLAN results.

In 2016, for our school, the number of students in the top two bands increased for numeracy in Year 5 and for reading in Years 3 and 5. The number of students in the top two bands for numeracy in Year 3 was slightly less than the school average over time but still at good levels.

Parent/caregiver, student, teacher satisfaction

A survey of parents, teachers and students was undertaken at the end of 2016. The survey was conducted via an online survey site.

Unfortunately only 32 parents responded of the approximately 600 families. Therefore the views expressed only represent a small proportion of the parent/carer group of the school.

The 32 parent respondents indicated a high level of satisfaction with the school. The respondents indicated that the friendly nature of the school and the care and dedication of the teachers were the most highly valued aspects of the school. They also indicated that they valued the diversity and number of opportunities provided to students. Several respondents particularly mentioned the Stephanie Alexander Kitchen Garden program as an example of a valued program. Several parent respondents indicated that they felt communication with the school community was strong and that the student diaries were highly valued as a form of communication.

Parent respondents were also asked about aspects that could be improved at Terrigal Public School. More than 50% of respondents raised the issue of growing student numbers and particularly the number of demountable buildings. Respondents were concerned that school facilities were not keeping up with the growth in student numbers. Most of the respondents whom raised this issue indicated that a new classroom building to replace the demountable buildings would be the best solution. Some of the respondents also raised playground space and facilities in the playground, including the need for more equipment.

The issue of growing student population was the only issue raised by multiple respondents. All other issues raised were only raised by one respondent. Some of these issues related to other programs that could be introduced to the school. Other issues included traffic management, staffing issues, some school procedures and homework.

In the teachers' survey 25 teachers responded out of the 45 teaching staff. Teachers indicated a high level of satisfaction with the school. One hundred percent of respondents indicated that supportive colleagues was the most highly valued aspect of the school. They mentioned the friendliness, professionalism and happy atmosphere. They also highlighted good management structures, procedures and leadership.

Buildings and the growing population of the school were also raised by teachers as the greatest area for improvement. They mentioned that facilities are not keeping up with the growing population.

The only other issue raised by more than one respondent was communication and, in particular, communication about events and use of facilities.

A random sample survey of students was also undertaken across Years 3 – 5. The students survey showed a high level of satisfaction with the school. They valued their peers highly. They also valued the opportunities they had to participate in a range of activities across the school and not just doing school work. Many students, particularly in Years 3 and 4 mentioned the Stephanie Alexander Kitchen/Garden program as being highly valued.

Students raised a number of issues that they would like to see improved. The playground received multiple mentions with students indicating they would like to see it look 'nicer' and also have more things to do in the playground.

Policy requirements

Aboriginal education

The number of Aboriginal and Torres Strait Islander (ATSI) students has grown over the last few years. In 2016 we have 34 students who identify as Aboriginal or Torres Strait Islander. Our school works in four key areas within Aboriginal Education – building relationships with our families and community; engaging our students to improve outcomes; promoting ongoing learning, and ensuring all students develop a deeper understanding of Aboriginal histories and culture.

This year we held a family barbeque for families of Aboriginal and Torres Strait Islander students. The purpose was to have an informal way of connecting with these families and speaking to them about their aspirations for their children and also to gauge feedback about our programs. The get-together was very successful and families indicated they would like this to be an annual event.

Each ATSI student had a personalised learning pathway (PLP) developed in consultation with teachers, the students and family members. The PLP includes goals for each student and pathways to achieve those goals.

Multicultural and anti-racism education

Our school has two trained Anti-Racism Contact Officers (ARCOs). These staff members manage any reported incidents of racism. Our ARCOs find that incidents of racism in our school are often related to students misinterpretation of terms and actions portrayed in the media.

Multi-cultural perspectives are taught across the curriculum with teachers aiming to be inclusive of all cultures and beliefs. They also aim to be conscious of cultural stereotypes in the materials they present to students.

In March our school celebrates cultural diversity through Harmony Day. This year classes focussed on 'where did students come from' with students sharing their cultural heritage with their peers.