

Toronto Public School

Annual Report



2016



3247

Introduction

The Annual Report for **2016** is provided to the community of **Toronto Public School** as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

We believe all students can be successful.

At Toronto Public School –

- All students develop skills to be literate, numerate, creative and resilient community members.
- All staff members provide quality educational opportunities in a safe, supportive and engaging learning environment.
- Our community values and promotes inclusivity, success and high expectations.

SAFETY RESPECT LEARNING

School context

Toronto Public school was first established in 1890 and has a proud tradition of building positive, constructive relationships with students, caregivers and the broader community. We currently have an enrolment of 189 students including 35 (19.5%) aboriginal students. TPS is located on the western shores of Lake Macquarie. This location provides many opportunities for students to access meaningful learning that connects them with their local area. Our vision statement, 'We believe all students can be successful', is strongly endorsed and supported by the school community. Analysis of NAPLAN results for 2014 revealed that students in years 3 and 5 at Toronto Public School performed below state averages in all aspects of Literacy and Numeracy. This was not consistent with trend data for the previous 2 years however, does highlight the need for increased levels of student support in order to bridge the disparity gap. In 2015, the newly created position – Leader of Learning – Literacy and Numeracy enabled staff to access ongoing, quality professional support to improve student learning outcomes in Literacy and Numeracy. Our expert teacher employed in this position (Deputy Principal level) will continue to lead staff in the implementation of Explicit Instruction (EI) as guided by our consultant/coach John Fleming. All teachers are undertaking sustained professional learning in EI. Funds from our Resource Allocation Model (RAM) – Equity Loading for Socio Economic Background will support these initiatives. The school's Family Occupation and Education Index determined the RAM equity loading for socio-economic background for 2015 (145) and in 2016 (149). Staff at TPS are committed to providing quality teaching and learning opportunities. Our effective student well-being programs ensure students are supported in a secure educational environment. We maintain strong links with our local high school, Toronto High, to ensure effective and supportive transition programs. Our highly motivated Parents and Citizens Association, contribute greatly to the school. At Toronto Public School we aim to ensure success for every child.

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.

Self-assessment using the school excellence framework.

Toronto Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. In 2016, Toronto Public School staff engaged in the School Excellence Framework – self Assessment Survey. Staff worked in teams to identify strengths and areas for development. This tool is designed to support schools to capture a 'point in time' judgement that has been informed by their ongoing self-assessment processes.

The results of the Survey identified current school practices within the 3 domains of Excellence in Teaching, Excellence in Wellbeing and Excellence in Leading and their 14 elements. We identified within each element the schools 'point in time' level of excellence. Ratings were Delivering, Sustaining or Excelling. Of the 14 elements, we were excelling in one element (Collaborative practice), sustaining and growing in 6 elements and delivering in 7. From this, the executive team established a School Excellence Action Plan where 3 elements were identified. This Action Plan will support the school community to have a sustained focus on improving these 3 identifies areas.

1. Student performance measure.

2. Learning and development

3. Leadership

The Action Plan aligns resource management, actions and evaluation methods. In 2017, we will continue our relentless pursuit of excellence.

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

Strategic Direction 1

Powerful Learning Accountable Teaching

Purpose

Every student in our care achieves success through engagement in meaningful and future focused learning experiences. Workforce capacity is developed through focussed, personalised, evidence based and engaging professional learning.

Overall summary of progress

Our school embarked on a learning journey with John Fleming guiding us. We implemented school wide teaching strategies, expectations and structures with the specific aim of improving student achievement. Staff engaged in purposeful, structured professional learning about Explicit Instruction and implemented explicit teaching strategies in their lessons. They conducted colleague lesson observations and evaluations and participated in stage planning days to continuously improve the impact on student achievement. Systems were implemented for data collections. Data was collected every 5 weeks in Kindergarten, Year 1 and Year 2 for reading, writing and numeracy skills. PLAN (The DEC's software system for plotting literacy and numeracy) was updated each term and class data was collected every 5 weeks for numeracy and writing in Years 3, 4, 5 and 6. Staff developed these systems and they were used effectively to provide feedback to students on their successes and areas for development. We used the School Plan Milestones to deliver planned improvement of teaching and learning and this allowed us to focus on one area at a time. We were able to successfully achieve all our goals and exceeded in some which resulted in adjustments to our Milestones document. Feedback was sourced from staff, students and our community about the impact of professional learning and the ongoing improvement cycles. All staff responded positively and future directions were negotiated, clearly communicated and documented.

GLOSSARY: PLAN – Planning Literacy and Numeracy, PLAT – Powerful Learning Accountable Teaching, EI – Explicit Instruction, SLSO – School Learning Support Officer, TEN – Targeting Early Numeracy, PLSP – Personal Learning and Support Plan

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Class averages show improvement across K–6 in Writing (Exciting Sentences and Rich Writing), Reading and Comprehension (PM levels K–2, Fountis and Pinnell 3–6) and Numeracy (aspect 2 K–2 and aspects 2 and 4 for students 3–6) as evidenced in data collection (PLAN, PLAT).	Students were retested, with the Spelling Mastery placement test in November 2015. Students were grouped according to their results. In November 2016, all TPS students were again tested with outstanding results: 12% of students maintained their current level of achievement. 75% of students achieved at least 12 months' growth. 13% of students achieved growth of 2 years or more.	\$150,000.00 Leader of Learning and resources Support teacher 0.3 \$30,000.00 John Fleming Consultation fees \$12,000.00 Stage Planning Days (2 per term) \$20,000.00 Tiered Intervention SLSO \$72,840.00
Students with PLSPs achieve goals as outlined.	All staff evaluated student achievement at the end of Term 4. All students had achieved their academic goals.	Finances related to above improvement measures with the use of SLSO staff
All students achieve 12 months growth or more in Spelling Mastery.		\$5,500.00 Spelling Mastery Program (text books)

Next Steps

During 2017, a continued focus on student achievement and explicit teaching will be maintained. Professional

learning will be aligned with our strategic directions and continuous improvement of teaching will be a daily goal. Adjustments were made to the school plan to reflect the data tracking that was developed during 2016 and this will be continued in 2017.

Practices:

- Pre and post assessments informing teaching and learning with five weekly assessment cycles and planning days. Student achievement plotted on PLAN with data analysis twice a term
- Executive staff led discussions regarding trends, actions and interventions in order to maximise student achievement.
- All students assessed against PLAT benchmarks with students identified at risk to receive tier 2 and 3 interventions.
- Staff reflecting on Fleming (EI) processes.
- Staff complete and monitor student progress through PLSPs.

Work streams for 2017

1. Explicit Instruction with John Fleming as our coach.
2. PLAT (markers driving Teaching and Learning cycles with a focus on Reading, Writing and Maths).
3. Systems Leadership – capacity building of all staff with structured lesson observations occurring across 4 other schools.
4. Toronto Public School will be part of the Early Action for Success program in 2017.

Strategic Direction 2

Quality Systems and Practices

Purpose

Enable all staff to demonstrate systems leadership and innovation within a culture of organisational improvement through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.

Overall summary of progress

Process 1 – School Excellence Framework

The purpose of the School Excellence Framework is to support ongoing, system-wide, school improvement and system accountability. The Framework will help TPS to engage our community in identifying strategic directions, decide on improvement measures, and assess in their progress.

Process 2 – Work Health and Safety

The WHS Management Program is the key safety planning mechanism used within Toronto PS. It assists our work place to implement elements of the safety management system: policy and commitment, implementation and measurement and review.

Process 3 – Systematic review of school wide systems and procedures

Teaching staff have collaboratively and consultatively engaged in systematic reviews of school wide systems and procedures, such as the Teaching and Learning Handbook, Homework Procedures, Positive Behaviour for Learning, Local Management Business Reform and Technology Resources.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School Excellence Framework – Elements within the School Excellence Framework that have been identified through self-assessment as “delivering” improve at least one level to “sustaining and growing” by 2017.	The TPS staff completed a School Excellence Framework Self-assessment Survey that had been designed to capture a “point-in-time” judgement and inform ongoing assessment. The results of this survey supported the TPS executive team in the development of a School Excellence Framework Action Plan. This has been communicated to all staff and will be implemented in 2017.	The three focus areas are as follows: Student Performance Measures, Learning and Development, Leadership. Resources will be identified by the school executive to support the implementation and to improve one or two levels to sustaining and growing or excelling.
WHS – Systems are aligned and compliant as per audit guidelines.	The WHS Committee was a successful high functioning team that met regularly and monitored the WHS Management Plan to ensure compliance. The WHS Consultation Procedures provided a practical framework for work place managers and other Department staff to assist them in establishing effective mechanisms for consultation on health and safety matters at TPS.	To support an effective and efficient WHS Committee the Chairperson will be allocated eight additional days (\$4,000.00) over the course of 2017 to successfully manage the WHS duties, inclusive of the WHS Management Plan, Compliance Training and Incidence Registers
Improvement in school wide systems and practices is evident (PBL SET, Staff and parent surveys).	In Term 1, 2016 the initial implementation the TPS Teaching and Learning Handbook and the TPS Administration Handbook took place. Professional learning was undertaken to ensure deep understanding and engagement with these documents. Consistent reviews of the following took	Sentral and Schoolbag subscriptions–School Equity Budget \$1600.00 and \$1400.00 Computer Co-ordinator

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improvement in school wide systems and practices is evident (PBL SET, Staff and parent surveys).	place in Terms 2 and 3; Sentral, technology systems, homework policy and PBL practices. During term 4, there was a methodical review of all school wide systems and they have been revised in preparation for 2017.	<p>Allocation–Schedule B \$14,080.00</p> <p>Technology Review and Action Plan development–School Equity Budget \$1350.00</p> <p>LMBR roll out–20 additional SASS days–School Equity Budget \$4,400.00</p> <p>Safe Principal's Consultation–\$800.00</p> <p>Furniture for Library and Inquiry learning– School Equity Budget \$10,000.00</p> <p>Library Resources– School Equity Budget \$2000.00</p>
Overall student attendance demonstrates improvement from 2015 – 2016		

Next Steps

Process 1 – School Excellence Framework

- In 2017 implement the School Excellence Framework Action Plan inclusive of the three elements as identified through the Self-Assessment Survey.
- Elements within the School Excellence Framework that have been identified through self-assessment as 'delivering'. This will improve at least one level to 'sustaining and growing', by Term 4, 2017.

Process 2 – Work Health and Safety

- Establishment in 2017 of new WHS committee Chairperson and committee members via election processes.
- Committee members will receive training and instruction in workplace health and safety, including consultation, through on–line e–learning module.
- The committee will review incident investigations and risk management in consultation with the group they represent.

Process 3 – Systematic review of school wide systems and procedures

- In 2017 school wide implementation of reviewed and revised version of The TPS teaching and Learning Handbook.
- In 2017 further embed PBL systems and practices by participating in the School Wide Evaluation Tool (SET) which will continue to identify future directions and planning considerations.

Strategic Direction 3

Community Connections

Purpose

Strong community partnerships are formed to ensure consistent, innovative educational delivery and the involvement of community members and families in the life of our school in ways that reflect their interest, skill and capacity.

Overall summary of progress

Process 1 – Parents As Partners

TPS has had a successful year involving our parents as partners in the promotion of our school and their children's education. This year we introduced two new types of 'Look at Learning' days to show the wide range of learning experiences that take place in the classroom; these included iMovie presentations and Science. These days have resulted in an increase in attendance by parents, families and friends with numbers up to 103 people. The increased involvement of the community in school events is also evident in the increased attendance of parents, carers and friends at our 2016 Presentation Day, which had attendance of 138 people, in contrast to 111 people who attended our Presentation Day assembly in 2015.

Process 2 – School PromotionTeam

In 2016, TPS established a School Promotion Team that formulated an action plan to market TPS, so that all local school students would enrol at TPS, in particular 2017 Kindergarten students. The School Promotion committee included teaching staff, parents and community members. This committee successfully targeted three main areas to promote the school, including: improving the physical space of the school, increasing community involvement and enhancing the digital image of the school. These were successfully achieved by a variety of measures.

Firstly, the Yellow Zone playground was successfully upgraded through enormous community and staff support. Structures and activities were designed after a student survey was conducted. Another major undertaking was our first 'Carols on the Green' event on the 14th December, 2016. This event was a result of community and school cooperation and organisation. Many of our local businesses supported this event. This event was advertised with printed signs, on the P & C Facebook page and in the newspaper.

The School Promotion Team were involved in other promotion activities including promotional displays set up at Greater Union Cinemas, at a free 'Finding Doree' Movie for the community and at 'You're Kidding Me Expo. The school purchased school banners to use in school static displays and at events. This team included teachers, parents, P&C members and the community. This committee successfully organised the school's first 'Carols on the Green' event which hosted over 200 members community members.

The impact of the implementation of process 2 is that all Kindergarten students from our local area are enrolled at TPS for 2017. There has been a significant reduction in the number of kindergarten students lost to other local public schools.

Process 3 – Student Support Plans

In 2016, All Risk Management Plans were developed, reviewed and updated, as per procedures and policies. Health Care Plans were also developed, reviewed and updated with 81% being finalised, however 6/31 have not been returned by parents. 93% of PLP documentation has been completed and stored as outlined in administration procedures. In 2017 there must be increased emphases on monitoring, reviewing and completion of IEP's according to school procedures with particular emphasis on recording achievement of goals and ensuring that there is a second review with all relevant personnel.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent participation to be greater than 85 parents at our Look at Learning Days (average in 2015).	During 2016, TPS staff worked closely with the school community to actively promote the learning partnerships. In first term, 2016, parents were invited to a 'Meet	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent participation to be greater than 85 parents at our Look at Learning Days (average in 2015).	<p>and Greet' Night to meet their child's teachers and to learn about the program for 2017. Parent response to this event was very positive with 73% of our families attending..</p> <p>Our Look @ Learning Days focused on numeracy, technology and science. During these visits parents were invited to observe, literacy or numeracy lessons in the classroom. On average 75 parents and community members attending these days, approximately 35% of our families. After the numeracy session, 60% of those parents stayed to attend the workshop on numeracy strategies.</p> <p>The technology day involved all students presenting an IMovie to their parents and friends. The year 5/6 students provided peer support to Kindergarten and year 1 students to create an IMovie. During these sessions, parents and community member expressed a strong interest in their child's technology skills. .</p> <p>The success of the Look at Learning program seemed to transfer to an increase in parent participation in other community and social events.</p>	
Aboriginal student results reflect total school population in NAPLAN, PLAT and PLAN.	<p>In 2016, our NAPLAN data shows that, in Reading and Spelling the Year 3 Aboriginal students results reflected that of our total school population. In Writing 80% of the Year 3 Aboriginal students were in the top three bands (Bands 4–6). In numeracy, the students were in Band 4.</p> <p>Year 5 results indicate that Aboriginal students are below the performance level of total school population. These results show a need for additional intervention so that Aboriginal Students will achieve higher results.</p> <p>Intervention has been planned for in our School Plan for 2017.</p>	<p>Aboriginal SLSO = (0.2) \$6970</p> <p>15 teacher release days for Pondee program</p> <p>PLSP development = \$8800.00</p> <p>Pondee program resources = \$2000.00</p>
Increased percentage of local students enrol at TPS in Kindergarten in 2017.	<p>Tadpoles Preschool group established with weekly tadpole classes running for the year.</p> <p>Using data collected from ERN and local principals, we enrolled all Kindergarten students from our local area, except for one for 2017.</p>	<p>Teaching staff RFF to run program (0.165 FTE)</p> <p>\$15000</p>

Next Steps

Process 1 – Communication with Parents

- In 2017, TPS will develop procedures to improve Community Communications and ensure that it is timely.
- Based on community feedback, parents and carers will be notified of dates of all major school events for 2017.
- Classroom teachers will notify parents with event, date and estimated cost for each event in 2017.
- Regular updates of the calendar will be posted in the fortnightly newsletter, Skoolbag and Facebook Page.
- Each class will post at least once per week on Toronto P&C Facebook page during 2017.

Process 2 – Well Being Framework

- In 2017, staff and community will determine the direction of our Social and Emotional Wellbeing Framework.
- The school will establish a School Wellbeing Action Team consisting of staff, community members, school counsellor and at least one outside agency or social worker.
- The School Well Being Team will develop an action plan in consultation with experts in the field.
- TPS will purchase appropriate programs and resources to support the implementation of this program, after consultation and action plan.
- PLSP's to be reviewed and updated as necessary.

Process 3 – Student Support Plan

In 2017 all IEP's must be monitored reviewed and completed according to Teacher Handbook Procedures, including the recording of goal achievement.

Health Care Plans will be developed, reviewed and updated in consultation with parents.

PLSP's to be reviewed and updated as necessary.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>This funding was used to employ an Aboriginal Education Worker in our school and to release a teacher one day per week to build cultural competency and stronger relationships with our Aboriginal community. This initiative has increased cultural and academic support for our Aboriginal students.</p> <p>The Pondee Kids program has flourished this year with further beautification in our playground by way of artworks and native gardens. All Aboriginal students have personalised learning pathways which were developed in consultation with families and reviewed throughout the year. Toronto Public School maintains close ties with our local Mankillikan AECG.</p> <p>Strategic Direction 3 Aboriginal students engaged in the Pondee Kids program which enhanced relationships and strengthened ties.</p>	<p>\$25,327 – Aboriginal SLSO, teacher release days for Pondee Program and PLP development, resources for Pondee program</p> <p>Funds allocated were used to support program.</p> <p>Employment of (Aboriginal) School Learning Support Officer 0.2</p> <p>Equity AB – \$8800.00</p> <p>Provision of 35 teacher release days for PONDEE program / PLP's / Community Engagement/reporting / evaluation</p> <p>Equity AB – \$14,350.00</p> <p>\$3500.00 for PONDEE resources.</p> <p>(2015 rollover + 2016 \$\$)</p>
English language proficiency	A teacher was employed to assist the 5 identified students. Students were assessed against benchmarks as recommended in the EALD document. All identified students demonstrated improvement against these benchmarks.	\$15,932 – Teacher (literacy and numeracy)
Low level adjustment for disability	Employment of additional School Learning Support Officers. They assisted students with a range of routines, appropriate behaviour responses and academic achievement.	\$17,457 – SLSO's
Quality Teaching, Successful Students (QTSS)	One teacher was successful at gaining accreditation at proficiency. Support given to new and temporary teachers to complete accreditation.	\$20,000 – Teacher release, professional learning and mentoring.
Socio-economic background	Strategic Direction 1, 2 and 3 Leader of Learning employed to coach, mentor and deliver on recommendations from John Fleming in implementation of Explicit Instruction. When surveyed regarding expenditure of RAM funding, 92% of staff indicated Leader of Learning has had a positive impact at TPS. Ongoing feedback indicated Stage Planning Days were valuable and provided time to ensure deep understanding of the change processes required to improve student achievement. Survey responses from staff and community indicate strong satisfaction with the pedagogical changes implemented by the school. This is further supported by ongoing data collection in the areas of Reading, Writing and Numeracy. The Learning and Support Teacher (LAST) has supported assessment processes and precise teaching	<p>\$150,000 – Leader of Learning (+ resources)</p> <p>\$54,720 – School Learning Support Officers (SLSOs)</p> <p>\$17,600 – CLO</p>

Socio-economic background	intervention deployment to ensure all students achieve benchmarks. Feedback indicates Community Liaison Officer has strengthened relationships between school and community	<p>\$150,000 – Leader of Learning (+ resources)</p> <p>\$54,720 –School Learning Support Officers (SLSOs)</p> <p>\$17,600 – CLO</p>
Support for beginning teachers	No teachers were funded under this program but the school supported through the DP Leader of Learning, temporary and casual teachers to gain accreditation.	Nil

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	97	110	103	93
Girls	99	95	92	83

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.6	92.4	92	94.9
1	94.7	91.7	90.4	94.5
2	93.9	95.5	92.5	94.8
3	94.6	95.9	92.6	92.6
4	94.5	93.4	92.5	94.6
5	91.1	93.8	91.5	90.8
6	94.1	92.4	94	94.7
All Years	93.9	93.5	92.2	93.8
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 at Toronto Public School remains a focus. In order to improve attendance Executive set this as a goal (refereed in Strategic Direction 2). Strategies that have helped staff focus on this improvement include:

Staff development and training from Executive and HSLO staff.

Staff training and development of legislation required for reporting attendance

Staff training and development on child protection.

School roll system review.

This increased focus on attendance and staff responsibilities has seen a dramatic improvement in attendance rates of all grades except Year 5.

Staff will continue to communicate with parents after the second day that a child is absent, with office staff continuing to send SMS messages to families when children are absent.

Class sizes

Class	Total
KP	19
K/1J	21
2L	27
3/4M	24
3/4D	23
5/6N	27
5/6G	27

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.8
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration & Support Staff	4.52
Other Positions	1.39

*Full Time Equivalent

Toronto Public School has one teacher and one SASS staff member who identify as Aboriginal. TPS has a strong relationship with our local Aboriginal Education Consultative Group.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	87
Postgraduate degree	13

Professional learning and teacher accreditation

Significant professional learning for staff took place at Toronto Public School during 2016. To ensure sustainable improvement in student achievement, equity funds have supported the coaching and mentoring of teaching and support staff in Explicit Instruction and tiered intervention. Extended details are available in the self-assessment and strategic direction sections of this report.

In 2016, two teachers were awarded Proficient Teacher Accreditation (Australian Professional Standards for teachers). One other teachers have begun the process and expect to gain accreditation in 2017

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

Financial summary

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	819 864.12
(2a) Appropriation	769 755.90
(2b) Sale of Goods and Services	1 106.34
(2c) Grants and Contributions	48 090.52
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	911.36
Expenses	-464 018.97
Recurrent Expenses	-464 018.97
(3a) Employee Related	-214 057.41
(3b) Operating Expenses	-249 961.56
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	355 845.15
Balance Carried Forward	355 845.15

A full copy of the school's 2016 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.

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	1 342 509.08
Base Per Capita	10 843.72
Base Location	0.00
Other Base	1 331 665.36
Equity Total	329 738.63
Equity Aboriginal	26 385.39
Equity Socio economic	204 083.61
Equity Language	6 273.02
Equity Disability	92 996.62
Targeted Total	607 549.60
Other Total	176 190.59
Grand Total	2 455 987.90

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.

Writing with a focus on starting interesting texts was a focus in 2016. Students also worked on setting out texts and spelling. This will continue to be a focus area for 2017.

Number continues to be a focus in numeration while staff are working with students comprehension of maths questions will remain a focus in 2017.

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.

Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal*

education outcomes for students in the top two NAPLAN bands

Toronto Public School is committed to the improvement of Aboriginal Education outcomes and has established the Pondee Kids Bump it up program. This program works closely with Aboriginal students in specific areas of focus. These areas in particular focus on Literacy and Numeracy.

Toronto Public School is committed to improving the educational outcomes of all students and as such employed a Deputy Principal Curriculum to lead professional development and whole school improvement. This has enabled the continuation of EDI and other vital learning programs across the school.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, teachers and students about our school. Their responses are presented below:

- PBL has made a positive difference to the behaviour at Toronto Public School – 100% of parents either strongly agree or agree, 90% of staff either strongly agree or agree and 67% of students either strongly agree or agree.
- 96% of parents surveyed either strongly agree or agree that the reward system at Toronto Public School effectively recognizes positive student behavior.
- Students participated in the "Tell them from me" survey about student outcomes and school climate. When responding about a positive sense of belonging at school, feeling accepted and valued by peers and others, 87% of TPS students have a high sense of belonging. The NSW pilot norm for these years is 84%
- Students indicated that important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives. In our school, students rated effective classroom learning time 8.3 out of 10; the NSW Government norm for these years is 8.2

Policy requirements

Aboriginal education

Toronto Public School is committed to the implementation of the Aboriginal Education Policy and ensures that key objectives are well supported. In 2016, Toronto Public School continued to support learning outcomes for 36 Aboriginal students through a range of strategies.

Initiatives include:

- Maintenance of close links with our AECG. A permanent staff member is a full member of our local AECG (Mankillikan)
- The continued implementation and tracking of Personal Learning Pathways (PLP's) across the

school, with a focus on attainment of measurable goals in Literacy and Numeracy.

- Investigation of Mgoals and moving PLP's to an online system.
- Continuation of PONDEE Kids to cater for the cultural and social needs of students from K–6. Pondee is the Awabakal word for the place on Lake Macquarie where Toronto is situated, which is why our students thought it would be a great name to identify who we are. Pondee Kids meet weekly and its a chance to get to know other Indigenous students in our school as well as work on projects together.
- Hosting of a family afternoon tea in Term 1
- Hosting various activities around NAIDOC.
- Finishing of the mural and mosaic in Red zone play area.
- Teaching and learning programs include Aboriginal perspectives and content across all KLA's.

Multicultural and anti-racism education

Toronto Public School is made up of students from 12 different language groups. In 2016 student enrolments indicated that students from backgrounds where English is a second language (ESL) calculated to be 13% of the school population of 176.

In 2016, one student was receiving funded support from the Department of Education New Arrivals programs and 2 students received LOTE funding.

To support these students, a teacher was employed to work in the classroom and with staff to improve access to the curriculum as well as provide additional support to the children.

The school maintains a focus on multi-cultural education in all curriculum areas providing programs that developed the knowledge, skills and attitudes required for a socially diverse society. Texts were introduced which supported the Australian Curriculum where Asian, Aboriginal and Torres Strait Islander stories were shared.

Toronto Public School celebrated Harmony Day in March. This day was very successful with many family members joining us in celebrating the diversity of our society.