

Toukley Public School Annual Report



2016



PUBLIC SCHOOL
INNOVATIVE, DYNAMIC LEARNING COMMUNITY,
OFFERING EXCEPTIONAL OPPORTUNITIES

3250

Introduction

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

Tom Kelly

Principal

School contact details

Toukley Public School

Main Rd

Toukley, 2263

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

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

4396 4275

School background

School vision statement

At Toukley Public School, we value academic excellence and respectful and responsible learners, and aim to provide every student the opportunity to achieve to their full potential.

School context

Toukley Public School is a relatively large primary school. The school has over 515 students in 22 classes. This includes three multi-categorical classes catering for children with disability. There are 87 students who identify as Aboriginal. There is additional support for students through the implementation of intervention programs in speech, literacy, numeracy and social skills.

Teachers implement the L3 (Language, Learning and Literacy) and Focus on Reading programs to improve and develop students literacy outcomes. The "QuickSmart" program assists children to develop their numeracy skills.

A thorough investigation of the teaching of mathematics has been undertaken during term four 2016 to try to discover the reasons behind the numeracy results not matching the literacy results across the school over a period time.

Kooloora Preschool is an outstanding DEC designated Aboriginal preschool preparing children for primary school and is an integral part of the school. It is one of only three preschools on the central coast of New South Wales and the only designated Aboriginal preschool in the region.

The enthusiastic and hard-working members of staff from P – 6 are a mix of newly qualified and experienced teachers.

The school receives significant funding for equity programs that are implemented to enhance students' access to the curriculum.

The use of technology and online learning is a feature of the school through use of Wi-Fi, iPads and interactive learning in all classrooms.

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.

2016 was the second year of our management plan and the second year that the staff undertook the School Excellence Framework self-assessment survey. Although the rankings remained relatively static, the staff did notice that there was an overall improvement in attaining more aspects in each domain.

In the domain of Learning, the element of student wellbeing remained a focus. The positive behaviour for learning program maintained its momentum and we witnessed improved statistics when we analysed for example, the number of students who achieved the end of term reward days. There was also an increase in the number of students who achieved the end of year "All Seasons" award which needed students to achieve each of the term awards to be eligible. The Tell Them From Me (TTFM) "Partners in Learning" survey rated teachers highly in knowing their child, their child's ability and having a genuine concern for their child's learning. Parents believed that reports on their children are written in terms that they could understand and they were informed about their child's behaviour at school. In the domain of learning, the school's self assessment team believed that there had been some movement from working towards delivering to actually delivering.

In the domain of Teaching our school plans elaborate on what all students are expected to know, understand and do. Scope and sequences are now embedded in all class teaching and learning programs and teachers are becoming more familiar with the content in the new syllabuses. Each stage have fine tuned their scope and sequences to ensure they meet the learning needs of the students. In 2016 the school implemented a school funded early action for success model to improve the teaching skills of teachers in kindergarten, year one and year two. Teachers had lessons observed and lessons modelled for them, to assist in improving their practice. Data was used to drive their planning for the next phase of the teaching cycle and discussions using the literacy and numeracy continuum to plot the progression of students were very valuable. It is pleasing to see that in 2017, the school has been included in the state-wide "Early Action for Success" program with two instructional leaders appointed to the school. This collaborative practice will only grow over the next three years. All teachers had their personal development plans linked to the school's strategic

directions so that professional learning could be tailored to individual and whole school needs.

In the domain of Leading, teachers continued on their journey of collecting the evidence that they needed to support their professional judgements on student achievement. Stage groups were able to meet to discuss ways to ensure that teacher judgement was consistent and a shared understanding of where a child was placed when compared to syllabus outcomes. These discussions were led by experienced executive members of the teaching force. The school leaders were able to meet weekly to ensure that strategic directions were being followed and included in stage meetings. During executive meetings an analysis of school milestones regularly took place to ensure that we were meeting the anticipated outcomes in our strategic directions. Supervising teachers reviewed teaching and learning programs each term to ensure the curriculum was being covered in a timely and thorough manner. Most teachers were able to articulate how, as a classroom teacher, they were assisting the school to meet school targets. The construction of a COLA in Area A of the playground further enhanced teaching and learning opportunities allowing for an all weather meeting place, learning space and an area that could accommodate the entire school plus the parent audience for whole school events.

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

Building a Strong Base

Purpose

To implement programs that target student needs in literacy and numeracy to improve student outcomes.

Overall summary of progress

During 2016 teachers from kindergarten to year two collected data every five weeks as required by the program. This informed teachers of the next steps in the students' learning. The majority of teachers undertook professional learning in the Focus on Reading program through extended professional learning sessions. Parent information sessions were conducted based around literacy and targeting parents of children across all grades. PLAN was used to plot all children in reading and vocabulary on a large data wall. Each stage met at least once a term to map the movement of students as they moved along the literacy continuum.

In numeracy in addition to classroom teaching and learning programs, identified children took part in the QuickSmart program. This was administered by a school learning support officer who has been trained to deliver the program. The online program Mathletics was used in most classrooms to consolidate learning across the mathematics syllabus. Teachers were able to set tasks for children to complete to build their strengths across a number of different mathematics strands. The learning scope and sequences for each stage were reviewed and amended to make teaching and learning more effective.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Reading levels of students K–2 show 85% or more attaining L3 benchmarks.	Our target for each grade fell just short of our goal. In saying this there were many children in each grade who were just below the target that we had aimed for Kindergarten– 66% above L9 Year One– 75% above L18 Year two – 80% above L22	Funding for the school funded early action for success teacher came from this section of the budget and was approximately \$120 000.
Student's PLAN data shows a minimum of 75% or more meet expected school targets from Year 3 to Year 6.	In 2016 teachers in stage 2 and stage 3 became more familiar with using the continuum and using PLAN. A vital step in verifying the data was not completed which made the data that was stored on the continuum invalid. As this was the first year that the primary teachers used the continuum, the learning gained has been invaluable.	Integration funding was used to support students in most classes who did meet the threshold for individual funding. The school received \$52291 flexible funding
2017 NAPLAN results show growth in comparison to 2012–2014 data.	Results in reading in year 3 were very strong when compared to 2014 data (40.3 in 2016 compared to 29.3 in 2014 in the top two bands). Numeracy results continue to lag behind the results in literacy aspects of NAPLAN.	QTSS funding was used as part of the consistent teacher judgement stage meeting throughout the year. QTSS funding \$20404

Next Steps

2017 will be the initial year for the "Early Action for Success" program which will run for the next three years. The appointment of two Instructional Leaders is a pivotal part of the EAfS program that targets students and teachers in their first three years of primary schooling. The program will focus on literacy and numeracy achievement and progress for all students with data driving the next steps in tuition. Teachers who have not been trained in L3 will commence training while a number of teachers will complete their second year of training in L3. The school now has a school based trainer in TEN and this teacher will work with staff in implementing TEN in classes in ES1 and S1. The learning and support teacher (LAST) will work predominantly with children in stage two and stage three to further develop their skills in both

literacy and numeracy. The LAST teacher will work with small groups daily, initially targeting year three and year five. The Spelling Mastery program will continue into 2017 with all students in stage one, stage two and stage three involved. Students will be grouped into one of six levels with lessons taking place at the same time each day across the school. A small group of Stage 3 students who completed the program in 2016 will be involved in an extension group in 2017 to further extend their spelling knowledge.

Strategic Direction 2

Great Expectations

Purpose

To develop respectful, responsible learners who strive for excellence in all school activities

Overall summary of progress

2016 was an important year to consolidate the Positive Learning for Behaviour (PBL) program. The take-up rate from teachers was 100%. There was a strong focus on the rule of the week. The introduction of "Buzz Days" proved a success, and involved students being rewarded for following the rule of the week. There was an increase in the number of students who were able to take part in the reward days at the end of each term. The planned parent information afternoon took place with members of the PBL committee conducting the session. The opening of the new covered outdoor learning area (COLA) coincided with the PBL mascot's introduction to the school. This event was extremely well attended by the school community and increased awareness of the PBL program. Responses from the Tell Them from Me surveys from both parents and students have shown considerable improvement in the positive responses across most aspects of school life.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Analysis of student welfare data indicates 10% less referrals from the previous year.	Student welfare data reflects 3% less referrals from the previous year. This data will continue to drop as a result of PBL strategies implemented.	\$18000 was expended on PBL throughout the year. This included aspects below including awards, buzz days, reward days and further staff training.
80% of students receive the All Seasons Award	This year saw 78% of students achieve their All Seasons Award.	
TTFM student and parent surveys show an increase in positive responses from 2015.	From the initial surveys of students and parents in 2015 to the most recent surveys at the end of 2016 there has been significant improvement from both students and parents in nearly every aspect of school life.	
Participation rates of students in reward days increase by 15% on 2015 statistics.	The student participation rate at reward days increased by 20% and saw approximately 90% of students receiving the respective term award.	

Next Steps

During 2017 the PBL committee will continue to meet every three weeks to plan for activities, organise school wide weekly lessons, analyse data and develop initiatives for the students to take part in. Weekly lessons addressing school rules and expectations will continue to be taught. We will continue to involve students, teachers and parents in the Tell Them From Me surveys to gauge whether the PBL program is making a difference across the school and all stakeholders are more positive about issues such as safety and bullying at school. Signage across the school will continue to be added to as visual reminders for the school community as to the expectations at Toukley Public School. Recognition of positive behaviour will continue through the use of B'mer bucks, buzz days, reward days and assemblies.

Strategic Direction 3

Balancing the Curriculum

Purpose

To implement each NSW syllabus for the Australian curriculum in a timely and effective way.

To develop teacher capacity across each key learning area.

To ensure that class timetables reflect a broad and balanced curriculum.

Overall summary of progress

During 2016 there were units of work developed from the new History scope and sequence. Units were also developed for the new Geography syllabus. Some units from each of these syllabus documents were able to be integrated. Teachers' classroom programs were analysed to ensure the time requirements for each key learning area was being met. Teachers' programs were collected each term and reviewed by their supervisors. Meetings between teachers and supervisors were held to discuss any issues or support needed to implement these syllabus documents. Teachers attended professional learning in all key learning areas to improve their knowledge of content and pedagogy. Collegial planning at each stage level was a feature throughout the year to ensure a consistent approach across all classes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Semester Reports show that 75% or more of students are achieving stage appropriate outcomes.	Data from semester two student reports indicate that the target of 75% or more students achieving stage appropriate outcomes was achieved.	Strategic direction three has been part funded through the QTSS funding.
A whole school scope and sequence of units of work are developed and/or evaluated and refined for each KLA.	A scope and sequence for each of the KLAs now exists. These will be reviewed at the end of each school year as teachers become more familiar with each of the new syllabuses that have been recently implemented.	Strategic direction three has been part funded through the QTSS funding.
All teachers have implemented units of work in Science & Technology, History and Geography	Classroom programs indicate that all classes in all stages have implemented units of work in each of the KLAs mentioned.	Costs associated with the implementation and training of staff has been part of the professional learning budget. TPL budget is \$26559.

Next Steps

The school needs to ensure that the resourcing for the KLAs of Science & Technology, History and Geography is maintained and allows for each unit of work to be taught effectively. Teacher professional learning will continue towards the effective teaching of each key learning area. Teachers' classroom programs will be reviewed regularly to ensure all aspect of the curriculum are implemented. The scope and sequences for each key learning area will be reviewed by the relevant committees to ensure they are covering all aspects of each syllabus. Teachers' timetables will continue to be monitored to ensure sufficient time is dedicated to each key learning area.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal Education Officer working with students in Kooloora Preschool.</p> <p>A large proportion of our Aboriginal background funding goes towards the Aboriginal Education Officer in Kooloora Preschool.</p> <p>Despite the bulk of the money going to the AEO position the school has maintained strong Aboriginal programs from K–6. This includes all Aboriginal students having Personalised Learning Plans. The plans were written with parents during our parent teacher interviews.</p> <p>Boys' didgeridoo group and girls Aboriginal dance groups performed throughout the year.</p> <p>Money was raised at our Indigenous literacy day, where students raised money to support the purchase of resources for disadvantaged regions across Australia.</p> <p>We held cultural groups one day per week in term 2 supported by Bara Barang. Students connected with many cultural activities, including a whole school dance. This linked with our NAIDOC celebrations.</p>	\$79672
English language proficiency	<p>Four students are funded through this program. Each student has an Personalised Support Plans (PSPs) and receives support through programs that have been designed by the LAST teacher and implemented through the class teacher and SLSOs.</p>	\$3279
Low level adjustment for disability	<p>SLSOs support students in the classroom who have personalised support plans (PSP). These students are working on a modified program that targets their specific needs around literacy, numeracy and in some cases, behaviour. These students don't meet the threshold for individual funding, but may have a diagnosed disability or learning disability that needs additional in class support. The Learning and Support Teacher works in consultation with class teachers to develop programs to support each child's learning need.</p>	\$195120
Quality Teaching, Successful Students (QTSS)	<p>Funding from this source allowed for a number of executive staff to work with teachers in their stage to develop their skills and to deliver quality literacy teaching in classrooms. Both in class support and post lesson observation conversations took place to allow teachers to reflect on their pedagogy. Releasing staff to be part of stage planning days allowed programs to be developed and evaluated by each stage, ensuring quality, consistent instruction is taking place. Time was also given to individual teachers to work with executive staff, or with mentors, on professional goals identified in the</p>	\$20404

Quality Teaching, Successful Students (QTSS)	Professional Development Plan (PDP) process.	\$20404
Socio-economic background	<p>An Early Action for Success (EAfS) position was established and funded through socio-economic funding. This position worked predominantly with classes from kindergarten to year two to assist teachers to develop their pedagogy and knowledge of effective literacy and numeracy programs. Data drove the teaching program with 5 weekly collections of a range of data. Students were plotted on the continuum and discussions about their progress were both collegial and rigorous. A class was established to lower the number of cross stage classes. The Early Action for Success program was funded with improved pedagogy noted across ES1 and S1. The Spelling Mastery program was also funded in this area..</p> <p>Numerous programs have been implemented or continued using this funding across each of the three strategic directions. Programs have included Speech Therapy support from both a speech therapist and school learning support officers (SLSO), Occupational Therapy intervention, Spelling Mastery (1–6), the QuickSmart program, teacher mentoring and support through observation and feedback, technology development with the purchase of additional iPads, new interactive screens for Kindergarten, a technology support position two days a week, funding an above establishment class to lower the class numbers and make class structures more beneficial for improving student outcomes. The school computer laboratory was redesigned to make it a better learning space with all new computers purchased to make it a more effective resource. A program that included robotics and the use of a 3D printer were part of a Gifted and Talented program for stage 2 and stage 3 students. Children were targeted one day a week from stage two and stage three classes. One teacher was employed one day a week to support the use of technology in the teaching and learning process. A support technical position two days a week allowed the school to maintain all technology equipment to ensure they were reliable. A community liaison officer was also employed two days a week to maintain strong community links as part of the Toukley community planning committee.</p>	\$431528
Support for beginning teachers	<p>Two beginning teachers were appointed in 2016.</p> <p>One teacher was in her first teaching placement after graduating from university. This teacher was supported by in school personnel including the school funded EAfS teacher. The teacher was also enrolled in the L3 program providing training to implement effective literacy programs in kindergarten.</p> <p>The second teacher had a number of years</p>	\$17459

Support for beginning teachers	experience working as a temporary teacher so had a number of skills already to bring to the position. Support was provided, where required, to improve classroom pedagogy as well as follow interests in extra curricula areas in creative arts.	\$17459
Professional Learning	<p>The school plan saw a need to focus on the implementation of effective literacy programs. All staff started, continued or completed their training in Focus on Reading. All teachers from kindergarten to year two also continued or started training in the L3 program. Teachers undertook the mandatory training as required by the Department of Education, including but not limited to, child protection and CPR.</p> <p>Some staff developed further skills in computer technology through coding and robotic courses.</p> <p>In the area of Aboriginal Education, all staff took part in the writing of an acknowledgement of country led by regional Aboriginal consultants. 8ways of learning pedagogy was the topic of another in school professional learning session.</p> <p>The LAST teacher presented professional learning in making adjustments to learning.</p> <p>Further training for the Anti Racism Contact Officer was undertaken.</p> <p>Teachers attended a number of Adobe Connect sessions for the implementation of key learning areas such as History and Geography.</p> <p>The principal and school office manager undertook intensive training to allow for the smooth transition to the LMBR administration and finance program. All staff were introduced to the aspects of LMBR that were relevant to them.</p> <p>The Early Action for Success teacher provided in class support for teachers from kindergarten to year two as well as post observation support.</p>	\$26559
Literacy and Numeracy	<p>The Mathletics program and Reading Eggs were continued through 2016. These programs allowed the children to develop their literacy and numeracy skills in an online environment.</p> <p>The Spelling Mastery program is implemented from year one through to year six and involves all classroom teachers, as well a number of non teaching executive and support staff, to allow for smaller groups and more intensive teaching.</p>	\$16371

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	246	247	257	269
Girls	248	244	245	249

The number of students enrolled has remained quite steady with a slight increase in 2016. This trend looks like continuing over the next few years. The school has quite a significant number of transient students each year.

The school has approximately 16% of students who identify as Aboriginal or Torres Strait Islander.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.9	93.8	92.4	93.9
1	94.8	91	92.6	91.7
2	94	93.6	91.7	92
3	94.1	92.4	92.9	91.5
4	94.2	92.9	91.6	92.2
5	92.6	93.8	91.1	91.5
6	91.7	91.2	91.5	90.9
All Years	93.9	92.7	92	92
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

Toukley Public School encourages all students to attend at all times. Teachers follow up absences through telephone calls home to parents when students have been away for two or more days. The Deputy Principal follows up any absences that are causing

concerns and discusses these cases with the home/school liaison officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	21.02
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Administration & Support Staff	9.16
Other Positions	1.1

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Our school has six members of staff who identify as Aboriginal.

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	

Professional learning and teacher accreditation

In line with the school's strategic directions, quite a number of teachers attended professional learning to develop their skills in literacy. All teachers in Early Stage 1 and Stage 1 who had not been previously trained attended their first year or second year of professional development in L3. As part of the extended professional learning session, teachers trained in Focus on Reading phase one or phase two. This developed skills in teaching of comprehension, vocabulary and grammar.

Every three weeks committee meetings were held. This developed the knowledge of teachers in their chosen area of either literacy, numeracy or behaviour modification techniques.

All members of staff undertook the mandatory training in CPR, child protection and anaphylaxis.

The school implemented the LMBR administration and finance package which involved the school administration manager and the principal undertaking intensive training prior to and during implementation.

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.

Income	\$
Balance brought forward	583 443.85
Global funds	167 142.36
Tied funds	314 140.56
School & community sources	14 550.05
Interest	3 942.10
Trust receipts	4 249.50
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	4 702.13
Excursions	6 096.92
Extracurricular dissections	11 590.92
Library	497.88
Training & development	3 499.50
Tied funds	277 557.64
Short term relief	32 777.09
Administration & office	27 686.81
School-operated canteen	0.00
Utilities	19 811.93
Maintenance	32 738.64
Trust accounts	10 687.90
Capital programs	226 488.20
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 16 May to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 178 096.87
(2a) Appropriation	1 057 034.75
(2b) Sale of Goods and Services	2 089.77
(2c) Grants and Contributions	117 249.90
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 722.45
Expenses	-695 965.71
Recurrent Expenses	-695 965.71
(3a) Employee Related	-416 043.10
(3b) Operating Expenses	-279 922.61
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	482 131.16
Balance Carried Forward	482 131.16

	2016 Actual (\$)
Base Total	3 357 745.88
Base Per Capita	28 299.02
Base Location	0.00
Other Base	3 329 446.86
Equity Total	709 598.77
Equity Aboriginal	79 671.59
Equity Socio economic	431 527.87
Equity Language	3 279.08
Equity Disability	195 120.23
Targeted Total	615 182.59
Other Total	293 344.06
Grand Total	4 975 871.30

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.

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.

Toukley Public School operated under two financial management systems during 2016, OASIS and SAP/SALM. Included in this report are both financial summaries.

Financial summary equity funding

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

School performance

NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

One of the Premier's priorities is to increase the percentage of all students in the top two NAPLAN bands for reading and numeracy by 8% by 2019. Premier's priorities: Improving education results

The percentage of Year 3 students in the top 2 bands for 2016 was 40.9 for reading and 21.9% for numeracy.

The percentage of Year 5 students in the top 2 bands for 2016 was 17.9% in reading and 11.3% for numeracy.

The second priority related to education, is to increase the percentage of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019. State priorities: Better services: Improving Aboriginal education outcomes. Schools with significant numbers of Aboriginal students are required to report the percentage of these students in the top two NAPLAN bands

The cohort of Year 3 Aboriginal students for 2016 was too small to report upon.

The percentage of Year 5 Aboriginal students in the top 2 bands for 2016 was 8.3% in reading and 8.3% for numeracy.

Parent/caregiver, student, teacher satisfaction

For the last two years the school has taken part in the Tell Them From Me Survey (TTFM). The survey is completed by students in Years four, five and six, teachers and parents. In 2016 there was slight increase in the number of parents who completed the survey and we thank them for taking time to do so.

"Partners in Learning" Survey Report

The parent survey covers seven different areas. On each of the areas except one, the parents' responses rated the school more highly than the norm of the TTFM schools that participated in the surveys.

A survey question about feeling welcome at school saw the satisfaction rate rise from 7.3 (2015) to 8.2 (2016) out of ten. The highest rated aspect of this question was that parents believed they could easily speak with their child's teacher (9.2). Parent rating about receiving information from the school rose from 7.2 (2015) to 7.9 (2016).

Question five of the survey asked opinions on support for positive behaviour at Toukley Public School. In 2015 parents rated this aspect as eight out of ten. This rose in 2016 to 8.4 out of ten. This aspect could reflect the renewed focus on the PBL program and the positive effect this is having school wide. Nine out of ten parents agreed that their children were clear about the rules for school behaviour.

The lowest rated area of the school survey was in regards to school safety. Although the majority of parents (seven out of ten) felt the school was a safe place and that their child felt safe at school (eight out of ten). During 2016, records kept indicate that there were far less negative behaviours noted in all areas of the school and at each time interval. This is an area that we will continue to work closely with parents to ensure that their confidence in our school continues to grow.

Student Survey Report

Students have completed TTFM now for the last two years. Each year, students in years four, five and six complete the survey which ask question on a variety of topics based around quite a number of aspects of their time spent at school.

When comparing the first student survey results from 2015 with the final survey in 2016, there are some interesting comparisons to be made, both positive and negative.

In 2016 students rated "Effective Classroom Time" higher than the state average and higher than they did in 2015. Students rated relevance higher in 2016 as well.

Students who reported they were victims of bullying was lower in 2016 than the previous year but still above state average.

7.7 (out of ten) students in 2016 reported that they have someone who consistently provides encouragement and advice which is equal to state average and higher than reported in 2015 (6.2).

Students reported that positive student-teacher relations existed in 8.3 (out of ten) cases which is around state average and higher than reported in 2015 (7.8).

Positive learning climate and expectations for success also rose between the two surveys. Positive learning climate grew from 6.7 to 6.9 which was just below state

average and expectations for success rose from 8.3 to 8.8.

Teacher in 2016 did not complete the TTFM survey but there was a survey given that used similar themes as the TTFM survey. Most teachers were very positive about the school and the direction that it was taking. They felt that they were supported by the supervisors and they undertook meaningful professional learning.

Most teachers either agreed or strongly agreed that they have students working at their individual level and differentiate the curriculum. Of the 22 teachers who completed the survey, 21 agreed that they provided feedback to parents and kept parents informed of learning programs that took place in the classroom. Most teachers felt they were supported by the school leadership team in dealing with behaviour problems and implementing the curriculum.

Policy requirements

Aboriginal education

In 2016 our Aboriginal Education Committee was strongly represented.

Our Aboriginal Dance and Didgeridoo groups performed at many local events. Both groups performed at our local preschool, building on connections and demonstrating their skills. Small groups were formed and the students became the teachers of the preschool students. Our Girls' Dance Group performed and participated at the launch of the Home Interaction Parenting Program for Youngsters (HIPPY Program) by Uniting. Our preschool teacher planned a community event to celebrate 'International Day of the Worlds' Indigenous Peoples' in the local Toukley community situated at the Toukley Village Green. Kooloora Preschool used this event as an excursion for our children to showcase our preschool to the local community through arts/crafts, puzzles, games, music, dance, listening to stories and a performance by the Toukley Public School 'Didge Boys' and Aboriginal Dance Group. Our Aboriginal students led the rotating activities. To allow this event to happen we collaborated in partnership with local community members and businesses, such as; YMCA, Toukley Greater Vision, Toukley Senior Citizens as well as Australian Red Cross. Our Preschool students performed some songs and danced at Lakelands Community Centre to celebrate National Aboriginal and Torres Strait Islander Children's Day and also at the launch of Gudjagang Ngara li-dhi Aboriginal Corporation event.

The Preschool applied for and received a Central Coast Transition to School Projects grant. As a result, we planned, promoted and held two open afternoons to invite the community in to our service and to promote Kooloora Preschool within the community. This led to an increase in Aboriginal student enrolments and many community services were interested in all facets of how our preschool settings function, from the inclusion of natural materials, programming and how Aboriginal culture is embedded into everyday experiences.

A transition to school book 'Let's yarn about big school' was created and funded by the Aboriginal, Child, Youth and Family Strategy, A NSW government initiative supporting Aboriginal children and families. Our school formed the basis of this initiative displaying the link between preschool and primary school.

Our students participated in the Maliga Art Showcase held by Central Coast Council. Our students created works based on their connections to the land and culture. The exhibition was held at The Entrance Community Centre. Our Aboriginal girls' dance group performed and displayed great school pride.

We raised money for Indigenous Literacy Day. Each stage set up a reading sanctuary and students made donations to enter the sanctuaries to relax and read some quality texts. We also had some visitors, parents and grandparents come in and tell a story to each class. We received positive feedback from both our students and our visitors.

Students from years 3–6 attended the Bilby Bash. Students participated in many cultural activities with the favourite being the footy activity with NRL and players. Both our Boys Didge and Girls Dance performed.

NAIDOC week was opened with our formal assembly with many students being recognised for their achievements with Celebration of Learning Certificates. Our K–2 Cultural group performed Bandar Bandar. In collaboration with Barrabarang we ran cultural groups one day per week. Each stage had a session where the students learnt about a variety of aspects such as art, medicine, people, basket weaving, corroboree and games. We also worked weekly on a whole school dance, The Lyrebird Dance which was performed in our school NAIDOC Week. This was a significant performance as all students performed and displayed great school spirit. We held a day of rotating activities at which the students became the teachers, running groups for different stages. The information was learnt in their stage sessions and passed on to the groups.

Multicultural and anti-racism education

A teacher was appointed as the Anti-Racism officer and underwent training in this capacity. The teacher underwent further training in this area and is now a facilitator in the Wyong Network.

Harmony Day

Toukley PS participated in a range of cultural activities to celebrate Harmony Day. Students' and teachers wore orange and conducted lessons about a variety of countries around the world. Students were encouraged to be accepting and understanding of cultural differences within our school and wider community. A number of units of work across the grades have multicultural perspectives. Early Stage 1 students completed a unit called "Celebrations". This unit involved learning about the Diwali Festival in India and Chinese New Year. Classes completed a variety of activities such as making diva lamps with clay, making and eating sweet treats and sharing stories about

Diwali. They also looked at how people celebrate their birthday in different countries.

As part of the stage 3 curriculum, students studied different units that dealt with multicultural issues and anti-racism issues. A study of the book "Shadow" looked into issues surrounding refugees and asylum seekers. "Boy Overboard" supported the unit "Migration Matters".

Another unit studied in 2016 included "Exploring Differences" which used books that delved into different cultures, encouraging our students to look at cultures from different perspectives.

The geography unit "A diverse and connected world" taught about different cultures of the world.