

# Tregeagle Public School

## Annual Report



2016



3255

## Introduction

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

Rebecca Dening

Principal

### School contact details

Tregeagle Public School

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## School background

### School vision statement

The vision of Tregeagle Public School is to work with parents/carers and the community to develop and empower every student to achieve their personal best, shape their future and become contributing members of society. This is facilitated within the environment where students are supported to Be Safe, Be Respectful and Be a Learner.

### School context

Tregeagle Public School is a rural school of 109 enrolments. The school sits nestled amongst the macadamia and avocado farms of Tregeagle district and 6 kms from the outskirts of the nearest town, Lismore.

Tregeagle Public School has a well established reputation for providing an open and caring environment where families, staff and communities work well together.

Tregeagle Public School has a strong academic focus and students enjoy diverse opportunities that challenge and extend their learning across an extensive curriculum.

Tregeagle Public School is a welcoming and friendly school which boasts an exceptional reputation within our community. Our students thrive in a safe, nurturing and supported learning environment where we value the different cultures that make up our school.

## 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

**Excellence in Learning** – Continue to build a whole-school approach to Visible Learning – explicit learning intentions, success criteria and feedback for students. Develop opportunities for questioning and classroom discussion to support learning. Improve data and assessment practices and implement more future focused learning opportunities.

**Excellence in Teaching** – Further formalise processes for lesson observation and feedback to teachers. Organise for high quality collaborative conversations between teacher and supervisor in order to achieve collective efficacy and high quality evidence-based pedagogical practice linked to the Australian Professional Standards for Teachers.

**Excellence in Leading**– Leadership team will embed Milestones processes. Opportunities for staff to take on more leadership roles within our community of small schools.

Our self-assessment and the external validation 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

Tregeagle Public School has a positive school culture which is committed to promoting equity and excellence

### Purpose

To ensure that a safe and respectful learning environment and culture is created and maintained so that we can work through challenges to achieve quality outcomes through trusting relationships and high level communication.

### Overall summary of progress

Throughout 2016, Tregeagle Public School has demonstrated its positive school culture which promotes equity and excellence based on a whole school community commitment to PBL (Positive Behaviour for Learning). The school follows a PBL scope and sequence, PBL lessons are introduced each week and focused PBL lessons are taught each week in every class. The PBL focus is published in our newsletter and on our website. All of these measures demonstrate a positive school culture.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Positive school culture reflected through surveys including "Tell them from me" student surveys	Tregeagle Public School completed the 'Tell them from Me' survey in 2016 and the results reflected a positive school culture. The results indicated that 89% of students had positive relationships, which sits above the state norm of 85%. The data also showed that 100% of the students surveyed 'tried hard to succeed'. This was above the state norm of 87% and also validates the positive school culture that exists in our school.	PBL (RAM Equity Low Socio Economic and Student Welfare funds)
All staff consistent in their recording and use of student well-being data.	The accurate and up to date recording of student wellbeing data in our centralised third party software 'Momentum' was a big focus for our school throughout 2016. Through consistent messages from executives, all staff consistently recorded student well-being data in this place which allowed for excellent communication with other staff and families.	Momentum Computer Program (RAM Equity Low Socio Economic and Student Welfare funds)
Greater communication between all, including an increase in the number of positive media stories	School Newsletters are created once a week. The newsletter is an integral part of how we communicate with the P&C and the wider school community. The newsletter is published on our school website, emailed out to those families who opted for this to happen and sent out using our School Stream app. Teachers/Classes have a roster for when they will contribute to the newsletter, class page and our PBL team publish our PBL focus for each week in the newsletter.	Newsletter  School Stream App (RAM Equity Low Socio Economic funds)
All members of the school community can understand and utilise the common language to identify the culture of our school.	In 2016, Tregeagle Public School families were exposed to information about the Literacy and Numeracy continuums from the Kindergarten parent information night. After Beststart assessment were completed, Parent/carers received letters outlining where their child was on the continuums. In classrooms, teachers use various visuals to let students and their families know where they are on the continuums and where they are headed next.  At the end of 2016, our PBL team and network	L3 Professional Learning (Teacher Professional Learning Funds)  Goal Setting Meetings  TPL Meetings

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All members of the school community can understand and utilise the common language to identify the culture of our school.	coach completed a new PBL set. As part of this data set, 100% of students were able to correctly list what our school PBL targets were.	L3 Professional Learning (Teacher Professional Learning Funds)  Goal Setting Meetings  TPL Meetings

## Next Steps

PBL –In 2016, Tregeagle Public School participated in a new PBL data set, done in conjunction with our local PBL coach. Recommendations were made for future directions as follows. In our school we will be working with our local PBL hub to reboot PBL in our school in 2017. We will look at PBL resourcing such as PBL signage and will examine and refresh our PBL behaviour matrix to reflect current student, staff, community and school needs. Whilst looking at our PBL behaviour matrix, we will collect data and analyse our classroom and playground spaces, to tailor expected behaviours that we need to see to promote a positive school culture. Due to recent changes in staffing, ongoing professional learning will be required around PBL to ensure a consistent approach to PBL in our school. There will also be future collaboration of staff in our community of school around PBL too. Parents/Carers will be an integral part of our future directions for PBL.

In the future, Tregeagle Public School staff will participate in essential professional learning around the Wellbeing Framework and how we can incorporate these recommendations into our school to assist in the ongoing positive school culture.

In 2017, our school will be participating in the Tell them from Me survey with students, staff and families and we hope that this gives us valuable information into the perception of a positive school culture within our school.

## Strategic Direction 2

Tregeagle Public School develops successful learners, confident and creative individuals and active and informed citizens

### Purpose

To provide all students with access to high quality learning experiences in all curriculum areas in order to improve student outcomes in a fair and equitable manner.

To promote personalized learning that aims to cater for the diverse capabilities of each child at Tregeagle Public School.

### Overall summary of progress

Each class at Tregeagle Public School had classroom open nights in 2016 to increase parental involvement and understanding of learning programs.

All teachers completed their PDP in 2016. Professional goals were set and achieved which was very pleasing.

School wide progress was made to set realistic but aspirational student learning goals across all classes in 2016. Teachers, parents and students worked together to formulate these goals and to track progress towards achieving these through the school year.

All students K–6 were plotted on the Literacy and Numeracy Continuum clusters on PLAN each term. This gave teachers and students a greater sense of where students were achieving and what goals they needed to set for the students to reach expected growth targets.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Year 5 student growth data from NAPLAN reflects State average expected growth in Reading and Numeracy	<p>By looking at 2016 SMART data, our achievements in NAPLAN are very pleasing, particularly in Year 3 data.</p> <p>In 2016, the percentage of Year 3 students achieving at or beyond expected stage expectations are as follows: 80% reading, 60% writing, 73% spelling, 73% grammar/punctuation, 47% numeracy. In reading, spelling, grammar, punctuation and numeracy are all improvements since 2015 and 2014 school years. Our students at or beyond expected stage expectations in Year 5 was not as pleasing, but cohort size played a factor in the accuracy of this information. It also reinforces that a continued focus on primary interventions is needed to gain expected student growth.</p>	<p>RAM Literacy and Numeracy K–6 Funds)</p> <p>Spelling Mastery Program</p> <p>L3 Program</p> <p>North Coast Numeracy Program</p>
An increase in the number of students achieving at or beyond expected stage standard	<p>Throughout 2016, 100% of students across our school set individual goals for themselves with the help of their classroom teacher. These goals were displayed and reviewed regularly. Students were taught to 'provide evidence' that they had achieved their goals.</p> <p>In Term 1 2016, all classroom teachers held Class Information Open Nights, where they reviewed with parents what the learning programs looked like in our school. These information nights were very well attended, with all classes hosting more than 50% of their parents/carers.</p> <p>100% of teachers successfully completed their PDP</p>	<p>Quality Teaching, Successful Students (QTSS)</p> <p>Teacher Professional Learning Funds</p> <p>Parents Information Nights</p> <p>Parent Teacher Interviews</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increase in the number of students achieving at or beyond expected stage standard	in 2016. PDP conversations were had with staff throughout the year to support their professional growth and development.	Quality Teaching, Successful Students (QTSS)  Teacher Professional Learning Funds  Parents Information Nights  Parent Teacher Interviews

## Next Steps

Future steps to develop successful learners, confident and creative individual and active and informed citizens are:

–Utilise 'Mypl goals' program for all teachers/leaders in our school to streamline PDP practices and ensure staff are reflecting and reporting on their own learning and leadership goals regularly.

–Continued development with parents and students about setting aspirational personal learning goals throughout the year, as well as how to evaluate the success in achieving these goals throughout the year. A greater push of lesson intentions, success criteria and visible learning will be evident.

– Greater utilisation of PLAN as the source of most literacy and numeracy data, with this data frequently reviewed and updated to maintain currency and accuracy of data records.

## Strategic Direction 3

Tregeagle Public School has well-developed partnerships with Communities of Practice

### Purpose

To provide broader opportunities for students and staff at Tregeagle Public School to be engaged in order to bring mutual benefits and develop strong partnerships.

### Overall summary of progress

Tregeagle Public School has continued to develop strong partnerships within our communities of practice throughout 2016 which has greatly enhanced the education that we are able to offer our students and families in our small school setting.

Each term throughout 2016, students engaged in a wide variety of Community of School activities including Chess and Draughts, Public Speaking, Spelling Bee, a range of sporting activities, Tournament of Mind and General Knowledge days. Participation in these activities allowed our students to build academic, social and cultural skills and knowledge.

The school's strategic directions encourages our school to build the workforce capacity through focused professional learning and development. A culture where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level is very important. Throughout 2016, all K-2 teachers engaged with our Southern Cross Community of Small Schools K-2 CoS Collegiate to participate in Professional Learning. This greatly supported our use of technology in our school and also the L3 program that is running in K-2 classes. Furthermore, each term, Principals from our CoS schools met for Professional Learning and to plan, support, share which increased leadership development and collegiality. This was very important in 2016, to support Tregeagle Public School through school validation against the School Excellence Framework.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>Staff involved in collegiatemeetings to review pedagogy, develop knowledge and share best practise</li> </ul>	<p>100%of K-2 teachers engaged with termly K-2 collegiate sessions for professional learning. Staff reported that this initiative met many areas of the 'What Works Best' document, particularly in the areas of 2. explicit teaching, 3. effective feedback, 4. use of data to inform practice and 7. collaboration.</p> <p>CoS Principals met each term during 2016 to participate in Professional learning and planning opportunities. The collegiate of Principal support was very beneficial to the successful running of our school.</p>	<p>Teacher Professional Learning</p> <p>Principal Release Funds</p>
<ul style="list-style-type: none"> <li>Increased number of opportunities for parents to engage with the school community.</li> </ul>	<p>Attendance of parents/carers attending P&amp;C meetings grew by 300% during 2016.</p> <p>The school implemented a schoolstream app and this was very well received as a great way to communicate with our school community.</p> <p>The school website was given to a staff member as a core responsibility and this saw improvements including making permission notes available on the website.</p>	<p>School Stream App</p> <p>Website</p> <p>Newsletter</p>
<ul style="list-style-type: none"> <li>Increased and broader number of opportunities for our students</li> </ul>	<p>Our Community of Schools days are an important way for our students to grow academically, socially and emotionally. 2 or more CoS days were held each term throughout 2016. From swimming, athletics, cross country, small schools choir at the</p>	<p>RAM Equity Low Socio-Economic Funds</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>Increased and broader number of opportunities for our students</li> </ul>	<p>Lismore Performing Arts Festival, Ocean Sustainability art installation at the Prawn Festival, Inter-relate, Public Speaking, General Knowledge Day and Spelling Bees – these are just a few of our CoS student activities that happen during the year.</p> <p>During 2016, Tregeagle PS participated in many transition activities with the Rivers College. In term 3, our year 5/6 students were very fortunate to have one of the Kadina HS teachers come out to run weekly PE/Team Work activities. On top of this, there were additional transition to High School days for our Year 6 students which made their transition to high school a much smoother process.</p>	<p>RAM Equity Low Socio-Economic Funds</p>

## Next Steps

Further steps to foster well developed partnerships with communities of practice:

- Continued access for K–2 staff to professional learning opportunities within the SCCOSS CoS Collegiate, that enhance teaching and learning, raise the expectations on both student and teacher achievement, whilst fostering the quality of the teaching and learning programs across the school.
- Students continue to interact through interschool academic, social and cultural experiences. Student wellbeing, understanding and inclusion is enhanced through these activities.
- Leadership development through regular learning conversations with Director and Principal colleagues which will enable a more focussed approach to school leadership, with expectations for enhanced communication, collaboration and feedback between the school executive and teaching staff.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Quality Teaching, Successful Students (QTSS)</b>	The Principal and Assistant Principal utilised 1 day per term for mentoring of new scheme teachers. They supported the PDP process and assisted new scheme teachers with their accreditation.	0.04 QTSS Staffing Entitlement
<b>Socio-economic background</b>	These funds were used to employ an SLSO to work across all classrooms, to support students identified as achieving below stage expectations. The programs that the SLSO supported were Multi-lit, sight word programs, intensive reading groups and numeracy groups. This was very effective in helping students on IEP's.	<ul style="list-style-type: none"> <li>• Socio-economic background (\$4 687.00)</li> </ul>
<b>Aboriginal background loading</b>	These funds were used to employ an SLSO to support Literacy and numeracy programs in class to support ATSI students. These funds were also used to run whole school cultural engagement programs like an Aboriginal Cultural Day and NAIDOC day. These were very successful in building important cultural links to our local community.	<ul style="list-style-type: none"> <li>• Aboriginal background loading (\$4 288.00)</li> </ul>
<b>English language proficiency</b>	This funding was successfully used to resource SLSO support to run Multi-lit, numeracy and sight word programs in class for students with English as a second language.	<ul style="list-style-type: none"> <li>• English language proficiency (\$1 169.00)</li> </ul>
<b>Low level adjustment for disability</b>	These funds were used to release our Learning and Support Teacher to attend meetings with internal and external agencies. It also assisted in giving our LaST time to develop and review Individual Education Programs and to develop or source necessary resources. It was also used to resource SLSO support to work with our Multi-lit and sight word programs.	<ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$10 068.00)</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	50	48	49	44
Girls	59	56	58	59

Students enrolled at Tregeagle Public School has remained stable in recent years, with numbers hovering around 110. This reflects a positive school image in our community, as throughout 2016 we have been at set enrolment buffer levels for out of zone enrolments.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.9	95	96	97.3
1	96	95.1	94.1	92.7
2	94.6	96.4	96.5	94.9
3	96.2	92.9	95.9	95.8
4	93.4	93.8	93	94.5
5	96.6	93.1	93	92.9
6	94.2	97.1	93.2	92.9
All Years	95.6	95	94.8	94.3
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

The attendance rate at Tregeagle Public School was pleasingly above state average for 2016 and this reflects a strong commitment within our school community that all students will attend school regularly to avoid missing out on vital information and maintaining learning routines. This results in greater student confidence and success in learning.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.41
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration & Support Staff	1.71
Other Positions	0.04

\*Full Time Equivalent

During 2016, Tregeagle Public School had a Full Time Equivalent staffing allocation of 7.971 staff. No staff at this time identify as being of Aboriginal or Torres Strait Islander decent, however all staff are committed to the Equal Employment Opportunities provisions of the Department of Education.

### 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

During 2016 all teaching staff were able to access teacher professional learning to support the teaching and learning programs across the school. There continues to be a strong commitment to the Language, Learning and Literacy (L3) professional learning program for students in Kindergarten and Year 1. During 2016, one teacher engaged with professional learning on a regular basis in the area.

Teacher accreditation has continued to be a focus at Tregeagle Public School, with 83% of teachers either working towards Proficient Accreditation or in the maintenance phases. Professional learning linked to teacher PDP, plus leader mentorships have supported teacher accreditation in our school.

All teachers at Tregeagle Public School also participated in the 7 steps to writing professional learning. This professional learning was linked to wanting to see improved outcomes in expected student growth in writing K–6.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>89 826.51</b>
Global funds	89 423.86
Tied funds	46 221.47
School & community sources	40 612.43
Interest	1 827.25
Trust receipts	2 875.00
Canteen	0.00
<b>Total income</b>	<b>270 786.52</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	14 518.72
Excursions	24 057.92
Extracurricular dissections	17 079.03
Library	1 769.71
Training & development	3 947.34
Tied funds	48 767.94
Short term relief	22 735.06
Administration & office	32 830.28
School-operated canteen	0.00
Utilities	13 235.78
Maintenance	9 602.71
Trust accounts	2 456.78
Capital programs	5 000.00
<b>Total expenditure</b>	<b>196 001.27</b>
<b>Balance carried forward</b>	<b>74 785.25</b>

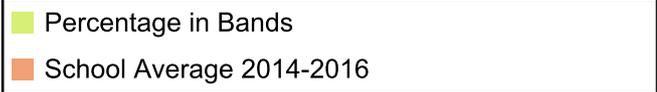
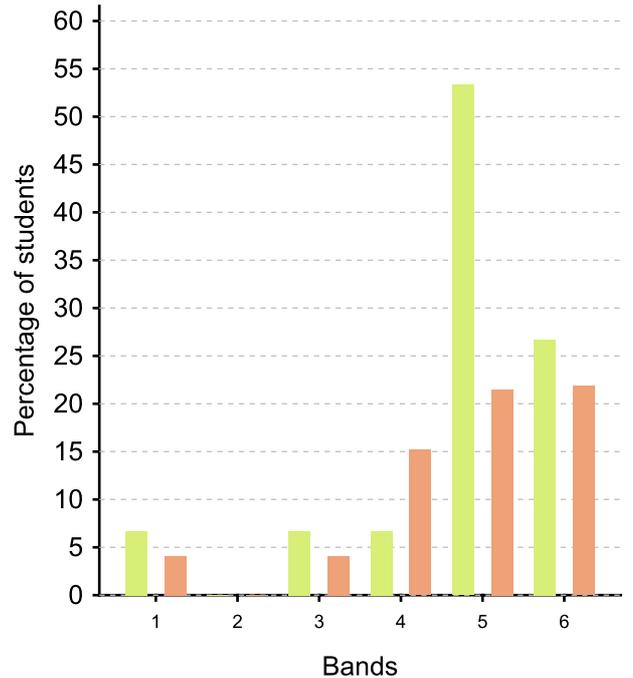
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

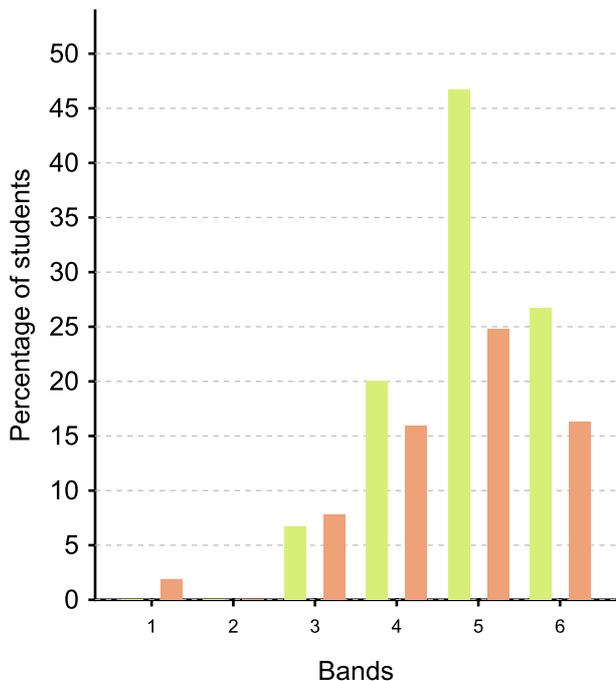
### NAPLAN

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.

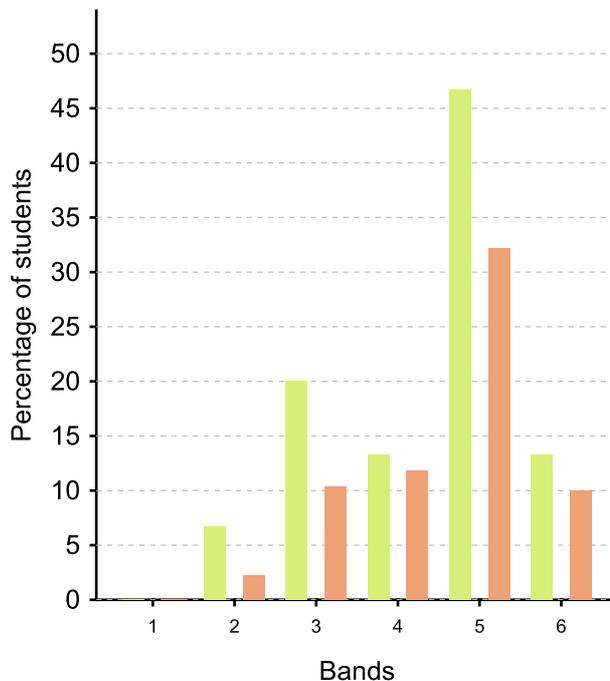
Percentage in bands:  
Year 3 Reading



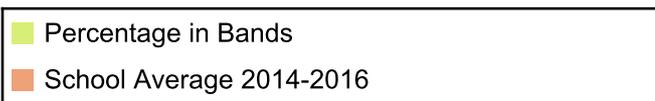
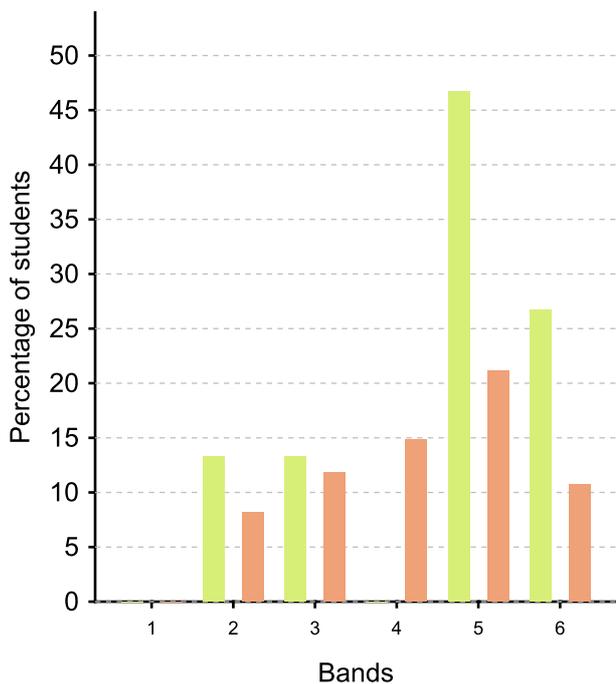
**Percentage in bands:**  
Year 3 Grammar & Punctuation



**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 3 Spelling



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.

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, schools are required to report their student performance for the top two NAPLAN bands in reading and writing. In 2016, our Year 5 cohort did not have enough students to report on NAPLAN data.

In 2016, 80% of Year 3 students achieved in the top 2 NAPLAN bands in reading.

In 2016, 74% of Year 3 students achieved in the top 2 NAPLAN bands in Grammar and Punctuation.

In 2016, 74% of Year 3 students achieved in the top 2 NAPLAN bands in Spelling.

In 2016, 61% of Year 3 students achieved in the top 2 NAPLAN bands in writing.

Tregeagle Public School has a high level of achievement above expected minimum standards, however the opportunity still exists to extend the number of students not just achieving above national minimum standards, but achieving results in the highest two skill bands.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. A summary of their responses is presented as follows:

- 100% of teachers believe that our PBL expectations of 'Be SAFE, Be RESPECTFUL, and Be a LEARNER' is evident in all classroom and playground settings and that the school's expectations have been defined clearly and that these are visible across the school.
- All students (100%) of students surveyed, indicated in our PBL set that they had received a reward or certificate indicating that their is a culture of positive reinforcement at Tregeagle Public School, embedding a quality learning environment.
- The majority of parents/carers and students indicated that they have opportunities to participate as partners in the learning journey offered at Tregeagle Public School. On average, we have seen a 300% increase in P&C attendance rates from the beginning of 2016 to the end. A change to meeting times (during the school day as opposed to night meetings) has helped families to feel that they can be involved in our school and P&C which is very pleasing.

number of activities which encouraged multiculturalism and acceptance.

All teachers incorporated multicultural perspectives in to their teaching and learning programs and this is checked through our program checklist each term by school leaders.

Cultural awareness and understanding is fostered through the diversity of students, families and staff. The school has a trained anti-racism contact officer to help maintain our positive and respectful school culture.

## Policy requirements

### Aboriginal education

Tregeagle Public School incorporates Aboriginal and Torres Strait Islander perspectives into the teaching and learning programs of our school. There is positive recognition of our nations Indigenous history within our school.

Each year our school celebrates NAIDOC, giving a stronger focus to the cultures and values of Aboriginal and Torres Strait Islander peoples, locally and globally. In 2016 our school celebrated with NAIDOC day and students rotated around several activities which aimed to build knowledge and understanding of local aboriginal customs and traditions. We also had a special local Aboriginal guest visit our school on numerous occasions throughout 2016, and this supported teaching and learning programs in class.

Tregeagle Public School utilised RAM Aboriginal background funding to provide additional students learning support officers into classrooms, as well as developing personalised learning plans for all Aboriginal and Torres Strait Islander students.

### Multicultural and anti-racism education

At Tregeagle Public School, cultural diversity is recognised and appreciated across our school community. In 2016, students celebrated Harmony Day by wearing orange and students participated in a