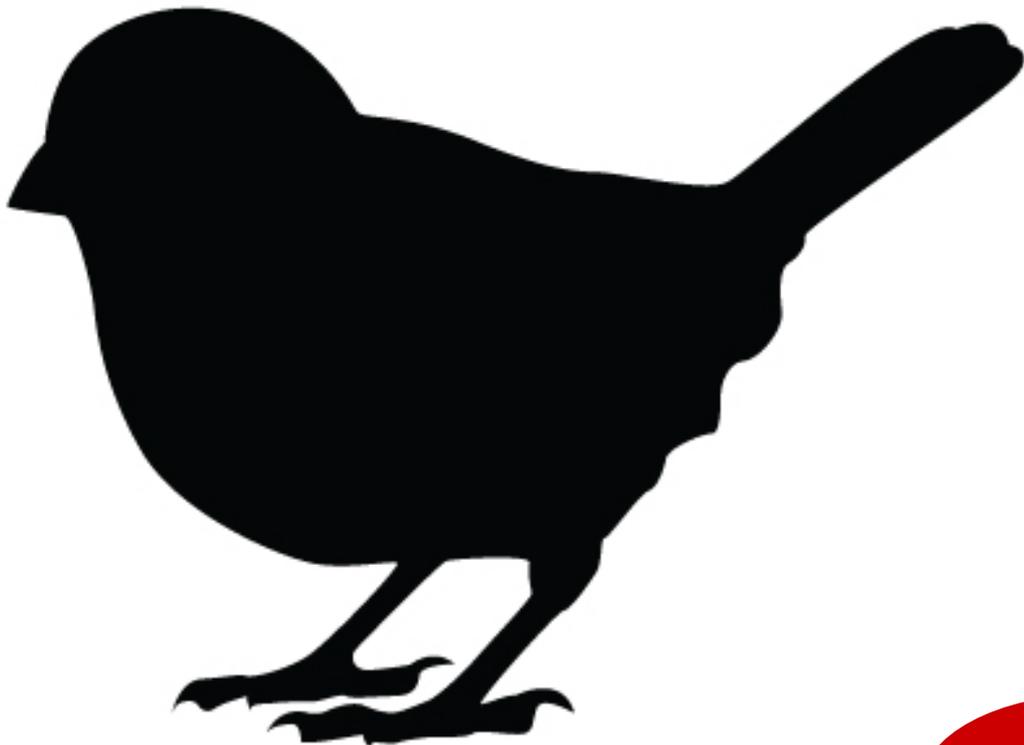


# Tweed Heads South Public School Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of **Tweed Heads South 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.

Ian Reeson

Principal

### School contact details

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## School background

### School vision statement

**Tweed Heads South Public School is:**

- **Vibrant**
- **Caring**
- **Successful**

Academically, Tweed Heads South Public School delivers excellence in learning that is characterised by high expectations relationships and evidenced based teaching that personalises every child's individual learning journey from Preschool to Year 6 and the transition to secondary education.

A wide variety of artistic, musical, sporting and talent development programs ensure every child has the opportunity to excel and explore the world around them as 21 Century learners.

### School context

Tweed Heads South Public School is a vibrant, caring and successful school located on the picturesque Far North Coast. Our students and families enjoy the benefits of living, learning and working in an area surrounded by waterways, beaches and mountain ranges that provide an abundance of healthy lifestyle choices.

Community partnerships and authentic relationships between home, school and the staff are highly valued and nurtured at every opportunity. The learning spaces are fully equipped with the latest technology and staff continually updates their knowledge, understanding and skills to ensure every child experiences high quality engaging learning experiences, every lesson, every day.

The school community is characterised by a diversely rich community that includes aspirational families, a proud Indigenous community and a concentration in the community of low SES background families. There are presently 248 students enrolled, made up of 130 girls and 118 boys from Preschool to Year 6. Of these students 37.5% identify as Aboriginal and or Torres Strait Islander and 4.8% identify with a nationality with a Language Background other than English.

## 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.

On Thursday, 13 October 2016 our school participated in external validation. In preparation for this meeting the required body of evidence had been prepared, reviewed and annotated. The Executive Summary presented here synthesises the annotated information provided in the body of evidence.

### **The results of this process indicated that in the School Excellence Framework domain of Learning ...**

In our self-assessment process the leadership team analysed a range of data sources to support our judgement of Sustaining and Growing in the Learning domain. The single exception to this is the element of Student Performance Measures where the school self-evaluation determined the school to be performing at the level of delivering.

Standout features within the domain of learning include:

- Student-based future focused learning driven by curriculum based assessment and resourced to facilitate

pedagogical excellence.

- Staff teams including support and paraprofessionals work together, ensuring differentiated strategies and suitable resourcing for all learning.
- Comprehensive transition programs including home to preschool, Preschool to Kindergarten and Year 6 to secondary. Additionally, new students are monitored and assessed by class teacher and LaST where appropriate.

Future directions include:

- Explicit literacy and numeracy learning targets and visible learning for all students shared with students and parents; and, teachers regularly and collaboratively review student learning progress.
- Increased student self-direction and involvement in learning plans for all STEAM areas.
- Enhanced parent access to student learning data.

### **The results of this process indicated that in the School Excellence Framework domain of Teaching ...**

In our self-assessment process the leadership team analysed a range of data sources to support our judgement of Delivering in the Teaching domain.

Standout features within the domain of teaching include:

- The professional learning for all staff is driven by a synthesis of the strategic directions within the School Plan, Performance & Development Plans of teaching staff and Professional Learning Plans for non-teaching staff and always responsive to emerging student need.
- The professional team based approach of all staff to support student learning through team based planning, assessment and evaluation.

Future directions include:

- Deeper practices related to the regular (5-week cycle) of assessment and learning cycles.
- Intensive and high value-added team support to support the delivery of excellence in teaching practice.
- Examination and development of high effect size practices such as high quality feedback and questioning of students.
- Continued use of Quality Teaching Rounds and classroom Walk Throughs to refine pedagogical practice.

### **The results of this process indicated that in the School Excellence Framework domain of Leading ...**

In our self-assessment process the leadership team analysed a range of data sources to support our judgement of Sustaining and Growing in the Leading domain.

Standout features within the domain of leading include:

- The school has developed across all stakeholder groups broad commitment to the rejuvenation of the school's culture of learning and how it is regarded within the parent / carer and broader community.
- A culture of responsibility for commitment to the strategic directions espoused in the school plan.
- The notion of all staff (teaching and non-teaching) as leaders within their area of responsibility. Leadership is distributed and staff supported to grow in this process.
- The introduction of a Student Parliament to develop student voice and involvement in the management and governance of the school.

Future directions include:

- Embedding of management practices to support staff teams to operate efficiently and independently whilst focused upon the shared delivery of the school plan strategic directions.
- School program teams be supported in the development of knowledge and skills to effectively manage the associated financial, resource and accountability management within their program.
- The school staff establish deeper understanding and use of the school excellence framework to incorporate this into ongoing annual school planning and reporting.

### **The Validation panel comments noted:**

In the domain of Learning the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the domain of Teaching the school's self-assessment is consistent with the evidence presented in four elements and is validated using the School Excellence Framework.

In the element of:

- Learning and Development the evidence presented indicates the school is operating at the Sustaining and Growing stage.

In the domain of Leading the school's self-assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework.

In the element of:

- Management Practices and Processes the evidence presented indicates the school is operating at the Sustaining and Growing stage.

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

Safe and collaborative learning culture

### Purpose

To establish and embed a safe and collaborative culture that will ensure the staff and students are able to engage in substantive work both within THSPS and across schools. This is fundamental to our work at Tweed Heads South Public School.

Here we define the rules of our work and how we follow them, what happens when they are not followed and most importantly how do we work together to make the school run at its finest.

### Overall summary of progress

The school has made significant progress towards achievement of this strategic direction. The planned activities were successfully completed and whilst there remains a gap between overall student attendance and that of the state this is most often representative of a small number of chronic non-attendees all of which are managed using the procedures as outlined in the relevant policy and associated procedures.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student evaluation analysis and attendance increase in students showing positive behaviours for effective learning and reduced suspension rates (Indigenous and non-indigenous).	<ul style="list-style-type: none"><li>• Student achievement of Excellence is 65% for the entire year.</li><li>• Annual attendance static 2015–2016 at 90%.</li></ul>	PBL program resourcing, celebrations including transport and venue hire, hospitalities and release. <ul style="list-style-type: none"><li>• Socio-economic background (\$5000.00)</li></ul> Class teacher employed to release executive. <ul style="list-style-type: none"><li>• Socio-economic background (\$75000.00)</li></ul>

### Next Steps

Incorporate data from Tell Them From Me Survey into school planning.

Continue to refine school's communication strategy.

Enhance the role of the Student Parliament in the promotion of a safe and collaborative school culture.

## Strategic Direction 2

Effective & excellent teaching in every classroom

### Purpose

To ensure high quality instruction in every classroom that meets the individual learning needs of every student.

School leaders are charged to ensure classroom teachers are using instructional processes (pedagogy) that reaches the needs and learning preferences of every student. Processes to ensure teacher performance and development is focused to achieve this is every individual teacher and leaders responsibility. This is characteristic of an effective school.

### Overall summary of progress

Whilst the implementation of a second successive year of Quality Teaching Rounds and the introduction of Walk Throughs were each postponed in 2016 due to the mandatory participation in the external validation process the teaching staff were supported by executive teams and continued to implement quality teaching throughout the year.

The learning and evidence gathered through the external validation process will be of benefit to the school over coming years.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student NAPLAN and other criterion referenced achievement.	Student participation in planning and evaluating their learning performance has enhanced their self regulation.  QTR and Walk Throughs not undertaken.  Successful External Validation completed.  Percentage of students achieving proficient in NAPLAN Year 3 reading has remained above 30% which is above the average of 26% over the past six years.	Release for class teachers to undertake personalised learning plan meetings with students and parents / carers. • Socio-economic background (\$10000.00) Release for planning and training. • Socio-economic background (\$5000.00)

### Next Steps

Review educational program provision in Stage 2 literacy and numeracy to develop action plan for improvement.

### Strategic Direction 3

Leadership that delivers a guaranteed and relevant curriculum

#### Purpose

The same curriculum must be taught by every teacher to ensure every student has an equal opportunity and the necessary support to master it.

Teachers need to have a manageable curriculum to teach and time and systems that ensure that is achievable. Monitor, plan and report student learning across the curriculum using school wide practices for assessment and reporting. Report to parents and carers about student achievement against relevant and comparable standards.

#### Overall summary of progress

Leadership team members have participated in multiple training programs designed to build team leadership skills including leading to enhance Aboriginal programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased achievement against individual self-evaluation of Australian professional standards for teachers and principals; and, SASS and teacher achievement of Performance and Development Plans and Professional Learning Plans (SASS).	AP's completed the program including presenting to peers and sharing with the staff.  Student transition program completed. Aboriginal program health check report received and shared with stakeholders.  All teaching staff have utilised the Australian professional standards when preparing and implementing their performance and development plans.  SASS staff supported by the school administrative manager have utilised professional learning templates to set career goals and plan their professional learning.	Release for AP's and course costs. <ul style="list-style-type: none"><li>• Socio-economic background (\$3500.00)</li><li>• Aboriginal background loading (\$2500.00)</li></ul> Relief, hospitalities and consultancy costs. <ul style="list-style-type: none"><li>• Aboriginal background loading (\$5000.00)</li></ul>

#### Next Steps

Development of school based leadership processes and procedure documents to assist implementation and monitoring of the school plan.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Program health check report received and recommendations to form part of the Aboriginal Education Plan for 2017 and beyond.</p> <p>NAIDOC celebrations conducted successfully.</p>	<p>Additional in-class support. \$16,400.00</p> <p>Professional learning (L3 etc.) \$11,000.00</p> <p>Aboriginal Program Health Check \$5,000.00</p> <p>NAIDOC celebrations \$4000.00</p> <p>Preschool \$2,000.00</p> <p>Leadership \$2,500.00</p> <p>Parent room \$1,100.00</p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$42 000.00)</li> </ul>
<b>Low level adjustment for disability</b>	Additional 60 days learning program support provided to students across the school.	<p>Additional teacher</p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$26 000.00)</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	External Validation process completed and and report received. System requirements have been met.	Relief teacher for 14 days (school allocation).
<b>Socio-economic background</b>	<p>Additional resources (human and physical) provided in support of the school plan and teaching learning programs.</p> <p>Funding fully expended in calendar year (awaiting invoices from November and December).</p>	<p>Full details of expenditure available in Annual Financial Statement.</p> <p>See milestones for a list of some major programs included in this funding source.</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$251 919.00)</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	108	108	99	91
Girls	101	112	106	115

Enrolment has declined over recent years following the removal of the large residential area north of Terranora inlet from the school intake zone.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	90.4	90.4	90.2	91.8
1	88.8	89.6	90.8	89.4
2	91.8	92.6	91.5	90.5
3	90.2	89.7	93.7	92
4	88.9	86.7	92.5	93.6
5	88.3	90.5	90.5	90
6	93.1	88.1	91.1	90.2
All Years	90.1	89.5	91.4	91
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 remained above 90% for the past two years. Student non-attendance is monitored closely by class teachers and executive and followed up with families and home school liaison officers.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.72
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Administration & Support Staff	4.72
Other Positions	0.39

\*Full Time Equivalent

The school is very fortunate to have the services of two full-time staff members who identify as Aboriginal amongst the workforce.

### 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	10

### Professional learning and teacher accreditation

#### Accreditation

There are six teachers currently employed at the school who are accredited at proficient level, four for whom it is not applicable and three who are provisionally accredited.

All teaching staff have developed performance and development plans in line with the associated policy and guidelines. These are used to plan individual professional learning. School priorities and program targets are also used to inform professional learning planning across the school.

Focus for 2016 professional learning has included literacy (L3) and student management along with catering for individual student needs and making adjustment to learning programs.

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

### Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

The school canteen is operated by Tweed Heads South Public School P&C Association and as such the income and expenditure is not included in this report.

Income	\$
<b>Balance brought forward</b>	<b>155 541.36</b>
Global funds	227 908.47
Tied funds	444 206.49
School & community sources	79 777.41
Interest	4 052.21
Trust receipts	24 979.86
Canteen	0.00
<b>Total income</b>	<b>936 465.80</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	17 141.99
Excursions	37 395.57
Extracurricular dissections	30 052.67
Library	4 301.59
Training & development	3 912.03
Tied funds	455 173.11
Short term relief	60 416.28
Administration & office	68 669.44
School-operated canteen	0.00
Utilities	58 443.25
Maintenance	39 035.00
Trust accounts	24 815.30
Capital programs	0.00
<b>Total expenditure</b>	<b>799 356.23</b>
<b>Balance carried forward</b>	<b>137 109.57</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.

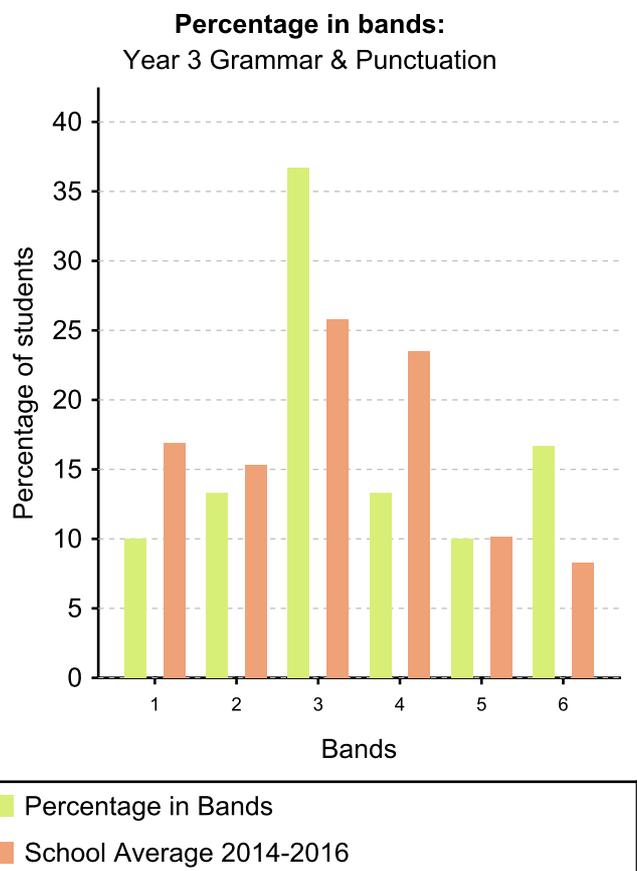
## School performance

### NAPLAN

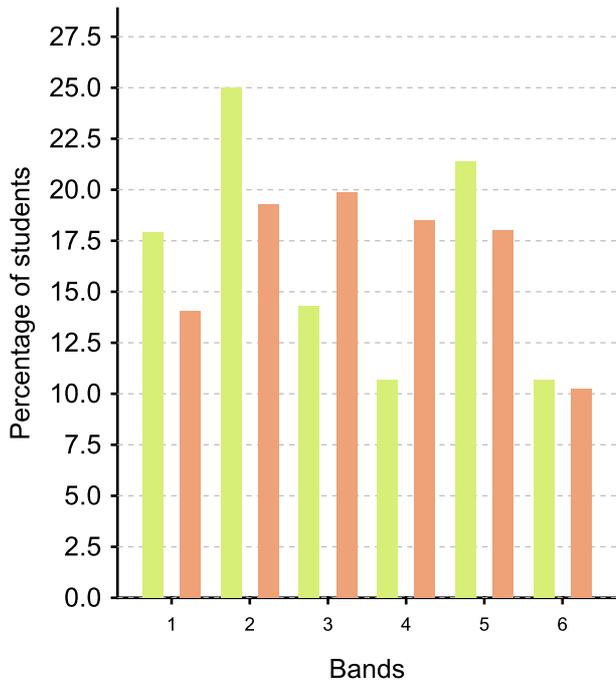
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016 NAPLAN:

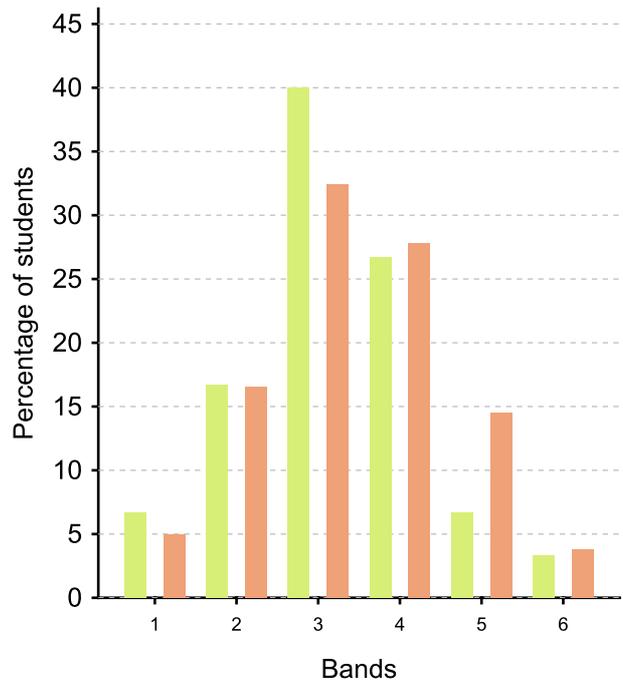
- Year 3 reading 32% of students achieved results placing them in the top two bands.
- Year 5 reading 19% of students achieved results placing them in the top two bands.



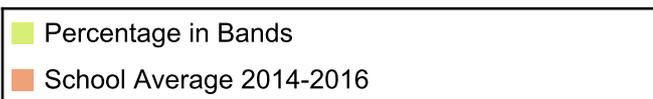
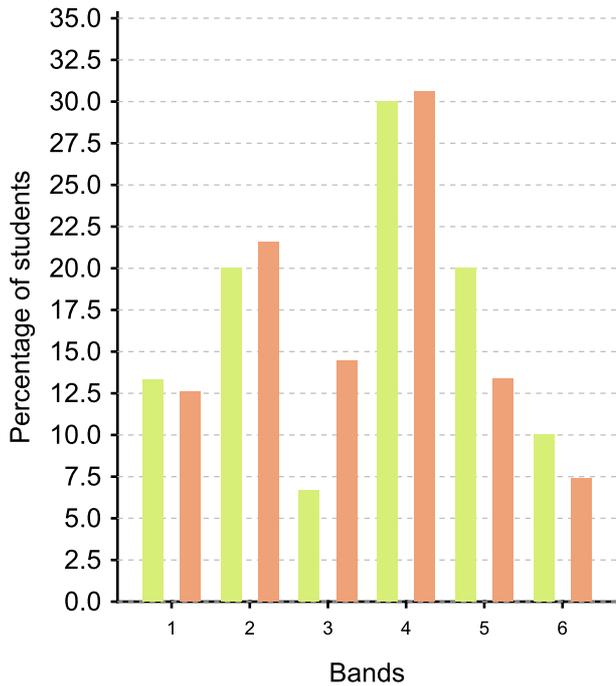
**Percentage in bands:**  
Year 3 Reading



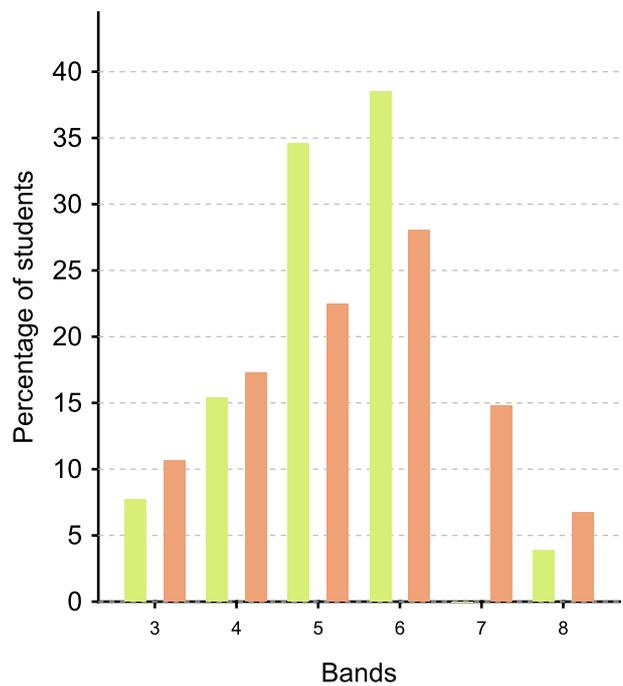
**Percentage in bands:**  
Year 3 Writing



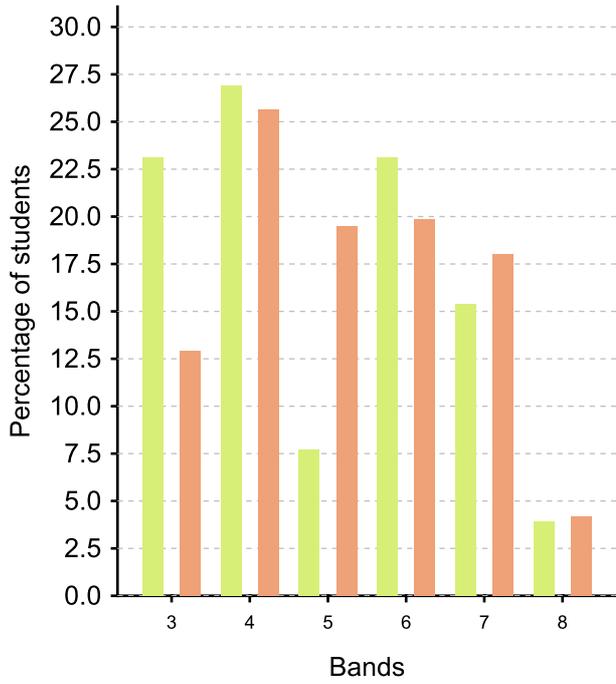
**Percentage in bands:**  
Year 3 Spelling



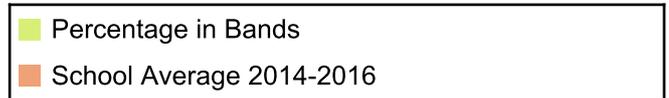
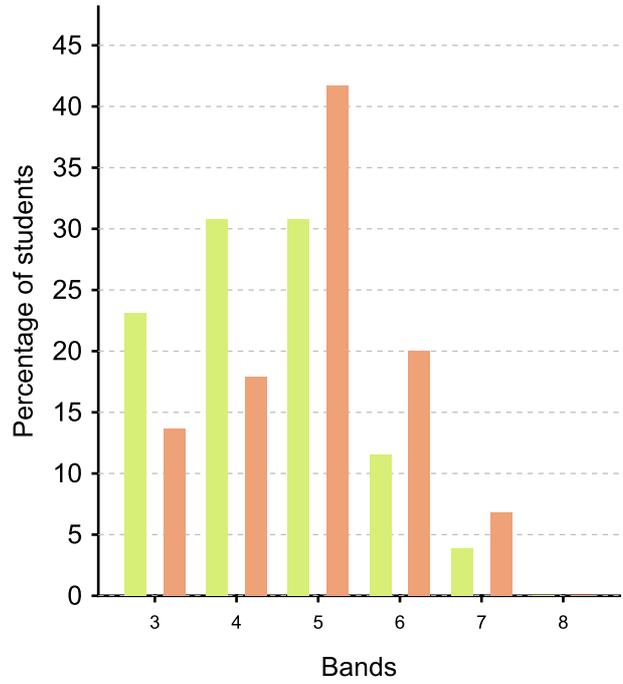
**Percentage in bands:**  
Year 5 Grammar & Punctuation



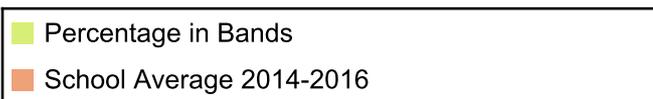
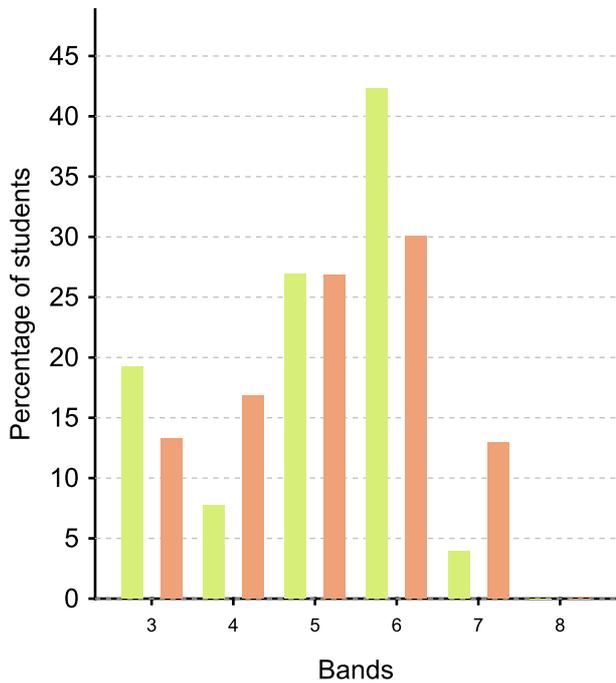
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



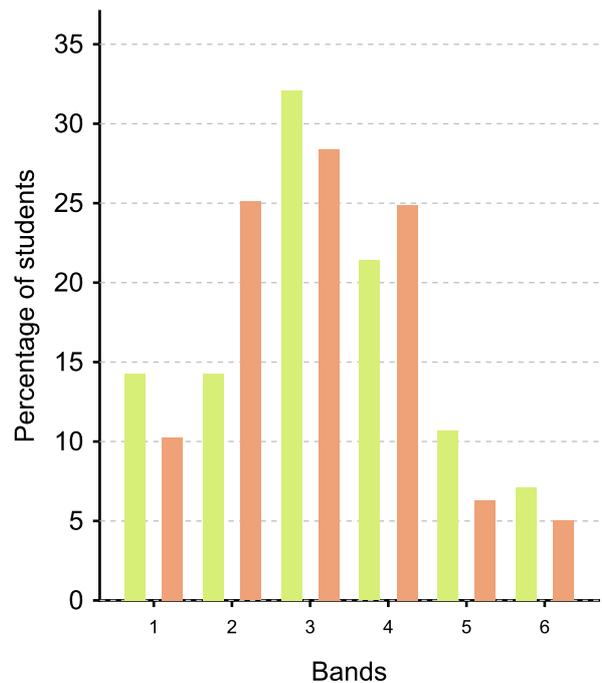
**Percentage in bands:**  
Year 5 Spelling



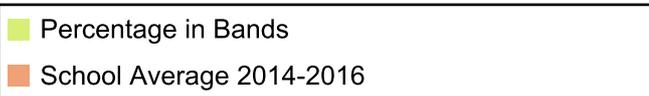
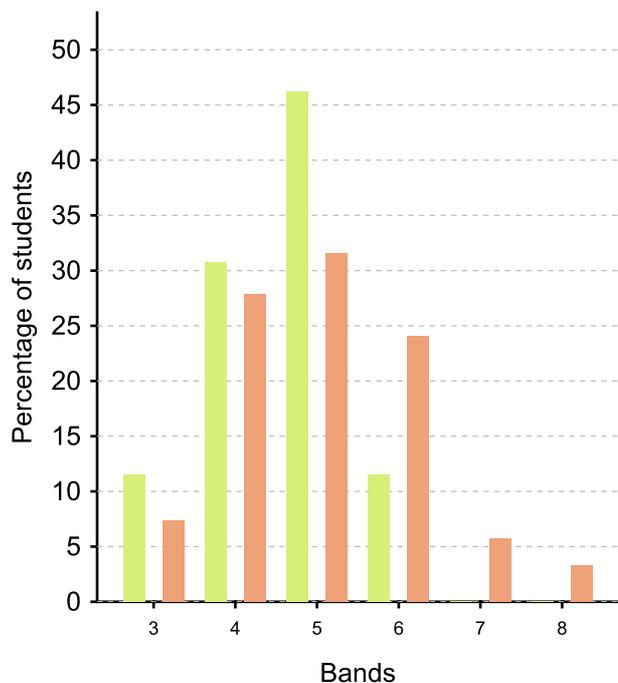
In 2016 NAPLAN:

- Year 3 numeracy 18% of students achieved results placing them in the top two bands.
- Year 5 numeracy no students achieved results placing them in the top two bands.

**Percentage in bands:**  
Year 3 Numeracy



### Percentage in bands: Year 5 Numeracy



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 2016 NAPLAN:

- in Year 3 reading 14% of Aboriginal students achieved results placing them in the top two bands.
- in Year 3 numeracy 14% of Aboriginal students achieved results placing them in the top two bands.
- in Year 5 reading 11% of Aboriginal students placed in the top two bands compared to 0% in the previous two years.
- in Year 5 numeracy no Aboriginal students achieved results placing them in the top two bands.

## Parent/caregiver, student, teacher satisfaction

The following information was obtained from the Partners in Learning, Perspectives of Parents at Tweed Heads South Public School as part of the Tell Them From Me Survey which was conducted in October 2016.

### Parents

The survey includes seven separate measures, which were scored on a ten-point scale. A score of 0

indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree or disagree). The overall score as presented here is gained from the responses to each question. A copy of the full report is available from the school.

- Parents feel welcome – 8.3
- Parents are Informed – 7.5
- Parents support – learning at home – 7.8
- School Supports Learning – 7.3
- School supports positive behaviour – 8.3
- Safety at school – 7.7
- Inclusive school – 6.6

### Students

The school's version of the Tell Them From Me survey measures 20 indicators based on the most recent research on school and classroom effectiveness. The full report based upon student responses collected in October 2016 is available from the school.

#### *Social-Emotional Outcomes – Students with a positive sense of belonging*

Students feel accepted and valued by their peers and by others at their school.

- 86% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 81%.
- 85% of the girls and 88% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 81% and for boys is 81%.

### Teachers

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. The first section contains eight *Drivers of Learning* and the second looks at the four *Dimensions of Classroom and School Practices*. The full report is available from the school. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree or disagree). The overall score as presented here is gained from the responses to each question.

#### *Eight Drivers of Learning*

1. Leadership – 8.5
2. Collaboration – 8.8
3. Learning culture – 8.4
4. Data informs practice – 8.2
5. Teaching strategies – 8.3
6. Technology – 7.9
7. Inclusive school – 8.8
8. Parent involvement – 7.9

#### *Four Dimensions of Classroom and School Practices*

1. Challenging and visible goals – 8.4
2. Planned learning opportunities – 8.5
3. Quality feedback – 8.1
4. Overcoming obstacles to learning – 8.5

## Policy requirements

### Aboriginal education

The school has continued to ensure all staff receive current and relevant professional learning to enable them to fully deliver on the Aboriginal Education and Training Policy.

This has included staff participating in leadership programs such as 'Enhancing Leadership in Aboriginal Education' and 'Connecting to Country'.

Aboriginal education is a prime consideration of all teachers' planning and integral to the learning for all students.

The school Yarn up group operates effectively providing valued parent and community input and direction to the school's programs.

### Multicultural and anti-racism education

The school supports and delivers the beliefs and goals of the Multicultural Education Policy throughout all learning programs. Some highlights from the year included:

- Class teaching programs integrating multicultural education perspectives.
- Harmony Day was celebrated with a Multicultural theme.
- Bullying–No Way Day was observed.
- Keeping ourselves safe was promoted on Red Day–Day for Daniel.

The school has two staff trained as Anti–Racism Contact Officers.