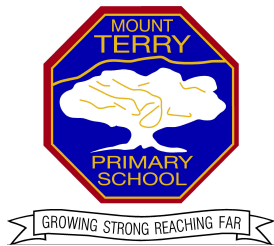


Mount Terry Public School Annual Report



2016



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Introduction

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

Paul Murray

Principal

School contact details

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4257 4370

Message from the Principal

Mount Terry Public School is an example of the excellence made possible through a strong and effective partnership between the school and community. The school enjoys a well-deserved reputation for academic achievement, providing an education which is relevant and comprehensive, empowering students to take responsibility for their learning. The highly experienced, enthusiastic, dedicated and committed teaching staff, work well above the normal expectations in order to maximise opportunities for their students. These dedicated teachers allow the school to provide a broad curriculum designed to provide students with maximum learning opportunities where achievement is expected. A range of effective student welfare programs in a safe, supportive and disciplined environment, an enriched extracurricular activity program, a commitment to best practice in quality teaching and learning, a commitment to lifelong learning and a sense of belonging to the community are major beliefs of the school.

The full engagement of students in a relevant and meaningful curriculum enables our school to strive to improve student outcomes by developing knowledge, skills, values and attitudes necessary to meet the challenges of a changing society, a society that is embedded in the 21st century learning model. The school motto of, "Growing Strong, Reaching Far " and the everyday encouragement of students to "have a go" is clearly visible around the school.

The provision of a strong student wellbeing program, the umbrella under which all purposeful learning takes place at Mount Terry Public School, has enabled strong community values to be cemented into the school framework. This has enabled students to aspire to reach their full academic potential. We seek to improve learning outcomes for our students through teacher professional development and quality teaching programs that are relevant, meaningful and at times innovative. Our goal is to follow best practice in everything we do and enhance academic rigor in the classrooms. All students are therefore given every opportunity to achieve their academic, social and emotional potential and become valued school and community citizens.

2016 has seen the introduction of the "Bump It Up" strategy based around the Premier's priorities. Mount Terry Public School has engaged fully in the process and adjusted the three strategic directions to include the Bump It Up priority as a Strategic Direction for 2017.

School background

School vision statement

Mount Terry Public School's Learning Community promotes equity and excellence by encouraging young people to hold high expectations for their educational outcomes. We are committed to providing a holistic approach to learning, in an inclusive environment which will establish each child's positive sense of identity and their place in the global community.

School context

Mount Terry Public School is located in a fast growing area of Albion Park. It has an expected enrolment of 754 students in 2016, including 39 Aboriginal students and 70 EALD students.

Literacy and numeracy are priorities for the school and staff undergo Professional Learning in these areas frequently. Children are provided with opportunities in student leadership, sport, the arts and environmental education with our extensive Living Classroom and Outdoor Kitchen. Parents take an active role in their child's learning and work alongside staff to build relationships and actively promote the school and its students.

The school's FOEI (Family Occupation and Education Index), currently standing at 102 (2016) is used as a measure of Socio Economic Value. Our value demonstrates an average range of socio economic spread with 58% of the school population being in the lower middle and bottom quartiles on the index. With the remaining school population in the upper middle and high quartiles. This means that our school attracts low levels of funding, all which is used for educational purposes.

The school's enrolment trend shows a pattern of increased numbers of students in the following years with an increase in total enrolment due to the age of the school and the increase in housing development within the school's feeder area.

Mount Terry Public School has a consistently growing workforce. The increase in student numbers has created an increase in the number of regular classes. This along with retirements and young female teachers starting families will see considerable change in both experience and knowledge of the teaching staff. It is imperative that the school plans well for succession.

The parents of Mount Terry truly support our school in many ways. They have created a genuine learning community who actively engage in all school activities. The P&C, who support our school do so with a great deal of enthusiasm. They are a small but dedicated group who work tirelessly for the total school. They work hard to increase their profile within the community and develop strategies to increase the volunteer workforce to share the 'enthusiasm' they have for their school.

Students have the opportunity to participate in a range of coordinated activities to enrich their learning experiences. Opportunities to excel in the arts (Music, dance, drama), sport and cultural activities are well documented and supported by a large number of dedicated staff, parents and community members.

Due to significant programs being introduced in 2014 with the arrival of our Resources Allocation Model (RAM) funding, our aim in the 2015–2017 plan is to embed and consolidate our improvements through ongoing support for staff and a culture of high expectations of our students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our school is continuing to sustain a positive learning culture, where staff work in conjunction with parents to provide

optimum learning opportunities for students. Wellbeing programs are continually being evaluated and refined to ensure consistency across the school. Staff continue to ensure that individual needs are carefully considered and Individual Education Plans and Personal Learning Pathways reflect the specific needs of students. Parents have a sound knowledge of the child's progress as external and internal data is used to provide detailed student reports. Student performance showed that a majority of our students are at or above national minimal standards and show growth in internal school data.

In the domain of Teaching, staff regularly review teaching and learning programs, reflect on classroom practice and ensure well managed classrooms to engage learners. Teachers are becoming more efficient at analysing data to drive teaching and learning programs. The school leadership team uses data to inform key directions. Collaborative practice is a strong focus across the school. Staff engage in professional dialogue within meetings to ensure consistency in teaching and assessment practices, with key staff identified to further support colleagues. The professional learning and development of teachers continues to be a priority, as they actively engage in directing their own improvement in performance. Professional standards are being emphasised as staff attainment of professional learning goals, as part of the schools performance and development processes.

Within the domain of Leading, the school has continued to be committed to the development of the leadership skills of staff and students. The school leadership team ensured that the School Plan, milestones and resources all align and processes and timelines are in place for evaluation and reflection. Strategic financial management allows for efficient and maximum use of physical and human resources which link to the School Plan and Strategic Directions. The school actively seeks opportunities for students, staff and the community to provide constructive feedback on school practices and procedures.

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

CURRICULUM

Purpose

To improve student achievement and capacity through the implementation of an enriched, purposeful and holistic curriculum, which will be delivered by quality teachers, who can connect with, challenge and engage 21st Century learners.

Overall summary of progress

Literacy and numeracy have continued to be a focus. New staff were trained in FoR 1 and Stage 3 teachers were trained in FoR 2. Staff also had the opportunity to be trained in either TEN or Mathematics Building Blocks. With Mount Terry Public School being identified as a 'Bump It Up' school there was also the introduction of visible learning.

Staff continued to evaluate the school's English, Mathematics and Science scope and sequences and ensure they were aligned with the curriculum documents. History and Geography were a focus and many professional learning sessions lead staff through the new curriculum. Curriculum teams wrote and refined units of work and both KLAs were implemented during the year.

We have continued to provide students with vast opportunities to partake in a variety of extra curricular activities. Students have developed and showcased their strengths or had opportunities to experience aspects in the areas of sport, dance, public speaking, music, art, science and environmental education.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Aboriginal students are achieving at or above state Aboriginal average in all NAPLAN aspects. | 21% growth in Newman's Analysis data from the beginning of 2016 to end of 2016. | Professional Learning, planning, resources & meetings |
| 80% of students are at or above cluster reading levels in accordance with the continuum. | Units and or scope and sequences for Geography and History completed and trialled and implemented by staff. Mathematics, English and Science teams evaluated refined units and scope and sequences. | (\$40683.72) |
| 15% growth in school based data based on Newman's Analysis | 100% of Year 3 Aboriginal students and 100% of Year 5 Aboriginal students are at or above National Minimum Standards in reading, writing and numeracy. | (\$52000.00) |
| 80% of students are at or above the recommended arithmetic strategy levels in accordance with the numeracy continuum. | 78% of students are at or above age appropriate clusters in reading and numeracy in accordance to Literacy and Numeracy continuums. | (\$17485.74) |
| Scope and sequences and units of work based on the National curriculum are developed and utilised by staff. | | Total \$110 169.46 |

Next Steps

- Continue to build staff knowledge in current trends and capabilities in the area of literacy.
- Continue to build staff knowledge in current trends and capabilities in the area of numeracy.
- Build staff capacity in the area of visible learning so all staff use the same language from Kindergarten to Year 6.

Strategic Direction 2

QUALITY TEACHING PRACTICE

Purpose

To improve student learning through consistent innovative teaching practices, based on current research and the Quality Teaching Framework, with a focus on catering for individual needs and producing productive 21st Century learners.

Overall summary of progress

New executive underwent training in Growth Coaching and used these skills when working with stage teams and individuals to develop goals and learning programs. Key staff were also identified to support colleagues in the achievement of their personal goals allowing mentoring and professional dialogue.

Collaborative planning and programming have continued to be a priority, however, more work is needed to make formative assessment and backward mapping a focus to ensure consistency across the grade and stage and highly engaged explicit teaching takes place.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------|
| 100% staff trained in current literacy and numeracy practices. | 90% of K–6 staff trained in FoR1 and 23% of staff trained in FoR2. | Professional Learning, planning, & resources |
| Quality Teaching Framework is evident in all teaching programs. | K–2 Staff trained in TEN and remained of staff trained in Mathematics Building Blocks. | (\$7 000) |
| An increase in the number of parents involved in school initiatives to support their child's learning. | Teachers using data walls and PLAN to plot students on the continuum. | (\$33 000) |
| | 89% of parents attended Parent Teacher interviews. | (\$2 542.98) |
| | DVD produced to support parents in assisting their child with home reading. | Total \$42 452.98 |

Next Steps

- Teachers to develop the knowledge of Inquiry Based Learning and how it links to all Key Learning Areas.
- Continue to build a culture of collaboration where quality teaching and assessment practice are a focus at stage meetings.
- Staff training in formative assessment practice and backward mapping to allow for the development of quality teaching programs and assessment tasks.

Strategic Direction 3

CULTURE

Purpose

To develop a strong supportive partnership with our community with the aim of developing the wellbeing of our staff, students and parents, leading to improved engagement, a collective sense of purpose and a clearer understanding of the school's vision.

Overall summary of progress

The welfare team continued to refine the student welfare policy and updated the staff welfare policy. The school rules were revised and updated and all students were explicitly taught the school rules, with them being a focus at assemblies each week. Play Zone and the Buddy Bench supported students to develop social skills and have better interactions with others. All Aboriginal students and families were consulted in the development of Personalised Learning Pathways and supported all Indigenous celebrations and remembrance functions.

The community continued to support school activities with Grandparents Day and the Christmas concert having the largest attendance. Parents also indicated greater use of the Skoolbag Bag app allowing for better communication with school activities. The electronic noticeboard was erected early in the year and increased communication between school and home.

All staff engaged with the Professional Development Framework and formed personal achievable goals. They have a better understanding of their need to take responsibility for their own professional learning and linking goals with the Professional Standards for Teachers.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Increase in student attendance and engagement | All executive trained in the Growth Coaching model and used when working with teams to develop school, stage and individual goals. | Professional learning and resources |
| Strong participation of parents, including Aboriginal parents, at school events, information sessions and interviews. | 8% increase in the number of students receiving certificates for 100% attendance. | (\$3 491.47) |
| 100% of staff develop PDPs in consultation with school leaders and become more willing to take on, share and mentor others in roles throughout the school. | Professional learning targeted the School Plan and supported teacher's PDPs | (\$15 327.52) |
| | Increased parent/community attendance at school events including Aboriginal sporting days and morning teas. | (\$27 750.00) |
| | | Total \$46 568.99 |

Next Steps

- Continue to develop avenues to strengthen relationships with parents and the wider community.
- All new and relieving executive to participate in 'Growth Coaching' and 'Coaching for the Standards' training.
- Continue to develop all staff knowledge of the Australian Professional Standards for Teachers to allow them to identify areas of development to link with their PDPs and maintain Proficiency level.
- Continue to build 'coaching' and mentoring amongst staff to allow for clear constructive feedback of teaching practice.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Aboriginal background loading | <p>Student needs identified and where appropriate Individual Learning Plans developed.</p> <p>Personalised Learning Pathways for all Aboriginal students written in consultation with parents and students.</p> <p>Australian curriculum units have Aboriginal perspectives and cultural appropriate resources were purchased to support units.</p> <p>The school's endorsed Welcome to Country has been used at all school events.</p> <p>Celebration assemblies conducted.</p> <p>Increased parent support at celebrations and remembrance event.</p> <p>Staff attended "8 Ways" training</p> | <p>Resources and staffing</p> <ul style="list-style-type: none"> • (\$19 113.00) |
| English language proficiency | <p>English as an Additional Language or Dialect support timetable fo K–6.</p> <p>EALD teacher employed for an extra 0.1 of a day to support students.</p> | <p>Resources and staffing</p> <ul style="list-style-type: none"> • English language proficiency (\$50 582.37) |
| Low level adjustment for disability | <p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies.</p> <p>58 students were referred for learning and support.</p> <p>Funding used to employ 3 permanent part-time and casual SLSOs to support students targeted by the Learning Support</p> | <p>1.2 FTE, SLSOs</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$164 128.00) |
| Quality Teaching, Successful Students (QTSS) | <p>Executive released to support teachers in attaining PDPs and refining teaching practice to improve outcomes for students.</p> | <p>0.547 FTE</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$55 561.00) |
| Socio-economic background | <p>Instructional leader model utilised for two days a week to support staff in the development of teaching practice.</p> <p>Consistent utilisation of teaching practices and methodologies based around Focus on Reading, Targetting Early Numeracy, Mathematics Building Blocks.</p> <p>Collabartive planning sessions for stages each term.</p> | <p>Professional Learning & resources</p> <ul style="list-style-type: none"> • Socio-economic background (\$83 273.18) |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 332 | 332 | 372 | 390 |
| Girls | 346 | 349 | 348 | 350 |

The school population has maintained a steady increase over the past four years, with the boys rate of increases far in excess of the girls.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95.8 | 96.3 | 96.2 | 95.8 |
| 1 | 94.4 | 96.2 | 95.6 | 95.9 |
| 2 | 94.1 | 95.7 | 94.7 | 94.9 |
| 3 | 95 | 94.6 | 93.8 | 95.7 |
| 4 | 94.7 | 95 | 94.7 | 92.9 |
| 5 | 93.6 | 95.7 | 94.1 | 94.7 |
| 6 | 93 | 95 | 94.5 | 93 |
| All Years | 94.4 | 95.5 | 94.8 | 94.7 |
| 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

In 2016 the student enrolment at Mount Terry Public School was 740 comprising 390 boys and 350 girls in 29 classes. Students K–6, had an attendance rate of 94.70% which is on average, consistent with the previous 4 years. The school attendance is 2.50% higher than the state average..

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 26.5 |
| Teacher of Reading Recovery | 1.13 |
| Learning and Support Teacher(s) | 1.1 |
| Teacher Librarian | 1.2 |
| School Counsellor | 1 |
| School Administration & Support Staff | 4.47 |
| Other Positions | 0 |

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. 2.4% of staff at Mount Terry Public School has Aboriginal and Torres Strait Islander heritage.

Three School Learning Support Officer positions of 0.6 each have been added as they are permanent position within the school. Casual and Temporary teachers were also employed to replace teachers on leave, and seven Temporary SLSO staff.

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 | 85 |

Professional learning and teacher accreditation

All forty eight staff, including teacher administrative staff and School Learning Support Officers, participated in professional learning in 2016. The focus areas for staff development were based around the school's targeted Introduction of the Performance and Development Framework, teachers goals and the 2015–2017 School Plan's Strategic Directions.

Funds for professional development through RAM and

other school sources allowed the school and in particular, the staff, to further develop curriculum, quality teaching and the culture of learning. Funding sources were also valuable for allowing the development of Professional Development Plan goals and executive leadership skills. The sources of funding were utilised to develop further the new National Curriculum, engage teachers in professional development planning, Focus On Reading 1 (FoR1), Mathematics Building Blocks Years 3–6 and Teaching Early Numeracy (TEN). This money combined with global funding and school based sources allowed the school to expend a total \$101,222.59 on training and professional development. On average \$2,108.80 was spent on each staff member for professional learning at the school level.

Professional learning occurred in the following areas with all staff participating in School Development Days. Topics included the New Geography and History curriculum, Science, Mathematics and English curriculum and continuums, PLASST online training and personalised learning. Staff participated in professional learning activities with the support of regional staff and staff expertise within the school.

School Development Days held throughout the year worked through the mandatory requirements of the Department and a focus on the development and implementation of the School Excellence Framework (SEF) and Milestones to support the School Plan 2015 – 2017.

Mount Terry has a diverse range of teachers, with six working as “New Scheme Teachers” and five who are maintaining their “Proficiency” level and moving on to higher accreditation. All other teachers commenced teaching prior to 2004 and these will all become proficient in 2018.

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 | 415 548.70 |
| Global funds | 520 143.30 |
| Tied funds | 414 573.36 |
| School & community sources | 310 307.32 |
| Interest | 6 152.87 |
| Trust receipts | 7 970.40 |
| Canteen | 0.00 |
| Total income | 0.00 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 119 116.11 |
| Excursions | 58 021.95 |
| Extracurricular dissections | 101 428.87 |
| Library | 15 887.29 |
| Training & development | 45 312.65 |
| Tied funds | 372 478.55 |
| Short term relief | 137 979.93 |
| Administration & office | 105 196.71 |
| School-operated canteen | 0.00 |
| Utilities | 59 729.49 |
| Maintenance | 44 158.20 |
| Trust accounts | 12 308.57 |
| Capital programs | 83 308.50 |
| Total expenditure | 0.00 |
| Balance carried forward | 0.00 |

The information provided in the financial summary includes reporting from 16th October 2016 to 31 December 2016. A sum of \$519,769.17 was carried forward at 16th October to support the school management until 31st December 2016.

| | 2016 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0.00 |
| Revenue | 573 895.08 |
| (2a) Appropriation | 550 829.67 |
| (2b) Sale of Goods and Services | 130.00 |
| (2c) Grants and Contributions | 22 535.72 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 399.69 |
| Expenses | -327 396.10 |
| Recurrent Expenses | -327 396.10 |
| (3a) Employee Related | -240 955.37 |
| (3b) Operating Expenses | -86 440.73 |
| Capital Expenses | 0.00 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | 246 498.98 |
| Balance Carried Forward | 246 498.98 |

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.

Mount Terry Public School has a Finance committee that consists of the Principal, two Deputy Principals and the School Administrative Manager. In Term 3, 2016 a deployment team was formed consisting of the finance team, all Assistant Principals, computer coordinator and all School Administrative Officers.

The \$246,498.98 carried forward to 2017 will be utilised to pay for three Casual Employees Payroll system (CEPS) accounts. Monies remaining will then be used for general school operations.

Financial summary equity funding

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

| | 2016 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 4 509 506.80 |
| Base Per Capita | 38 773.01 |
| Base Location | 0.00 |
| Other Base | 4 470 733.80 |
| Equity Total | 270 660.36 |
| Equity Aboriginal | 17 567.36 |
| Equity Socio economic | 58 461.05 |
| Equity Language | 30 503.99 |
| Equity Disability | 164 127.97 |
| Targeted Total | 154 350.00 |
| Other Total | 220 399.47 |
| Grand Total | 5 154 916.64 |

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.

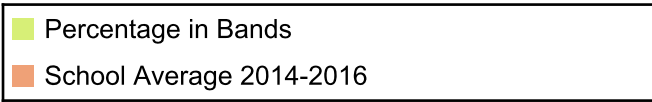
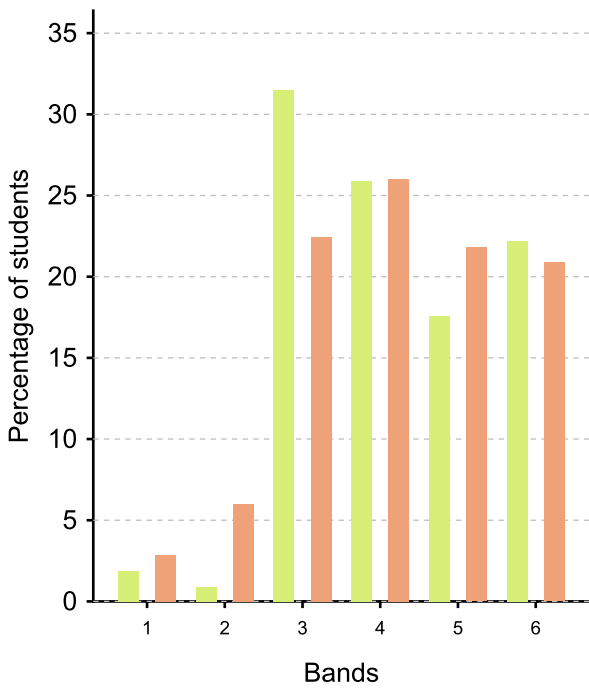
School performance

NAPLAN

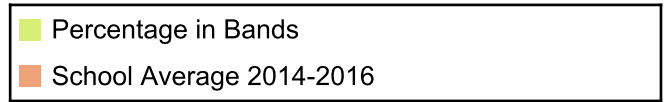
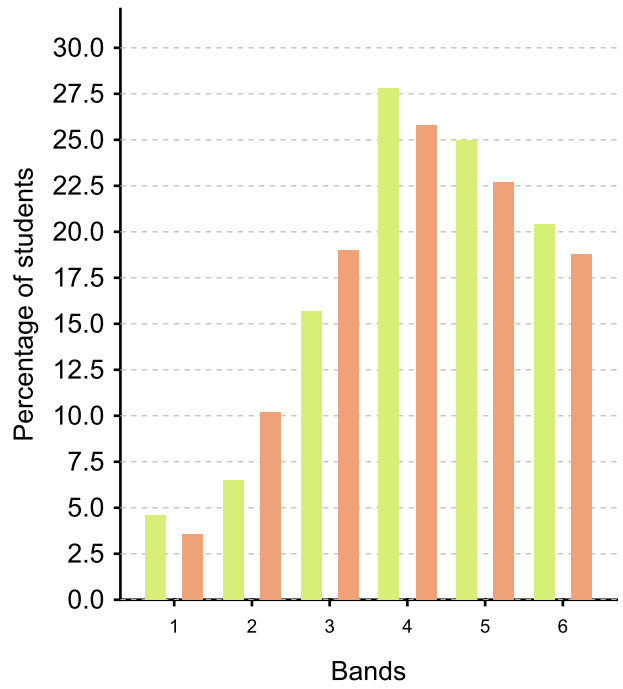
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

On average across all literacy aspects 92.75% of Year 3 and 84.25% of Year 5 students were at or above minimum national standard, with 43.25% of Year 3 and 25.75% of Year 5 students at proficient. Aboriginal students averaged across all literacy aspects 88% in Year 5 above minimum national standard and 32% at proficient. Year 3 cohort was too small to calculate.

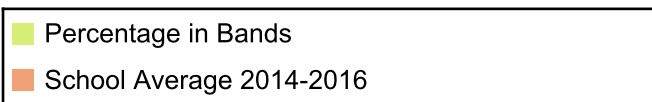
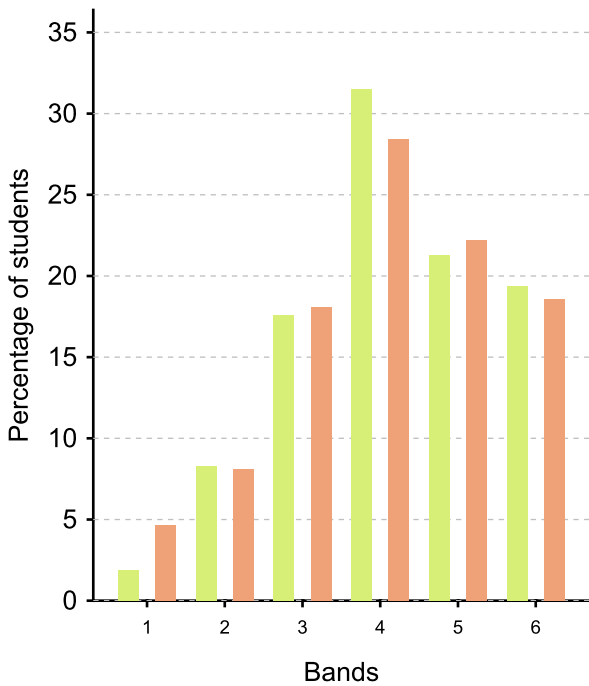
Percentage in bands:
Year 3 Grammar & Punctuation



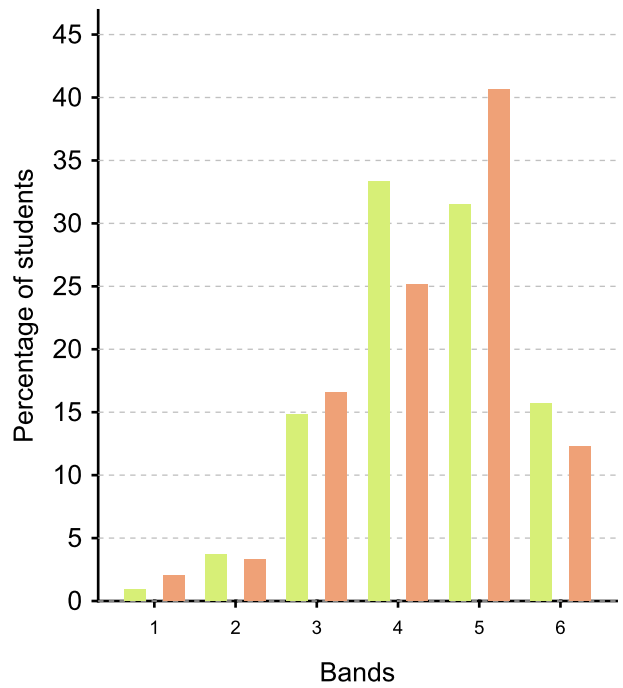
Percentage in bands:
Year 3 Spelling



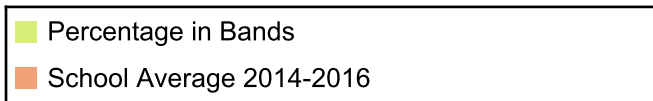
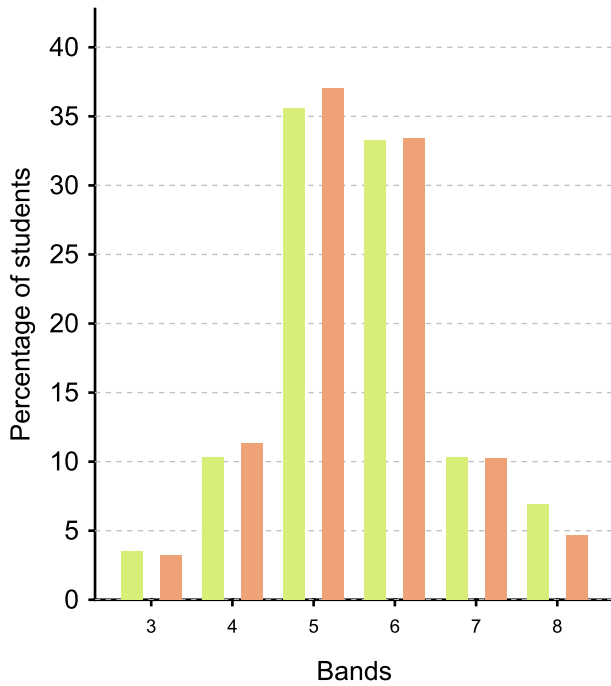
Percentage in bands:
Year 3 Reading



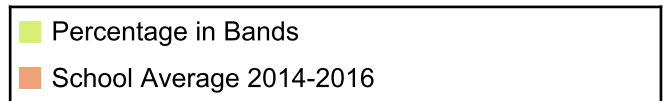
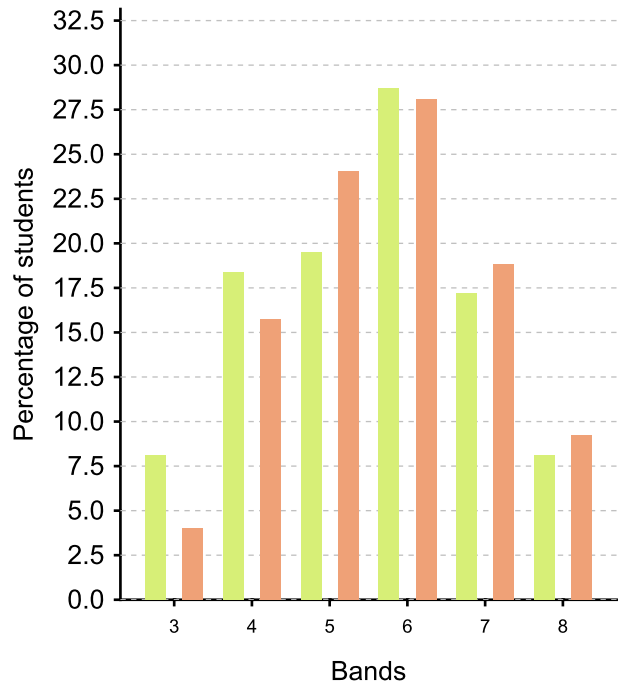
Percentage in bands:
Year 3 Writing



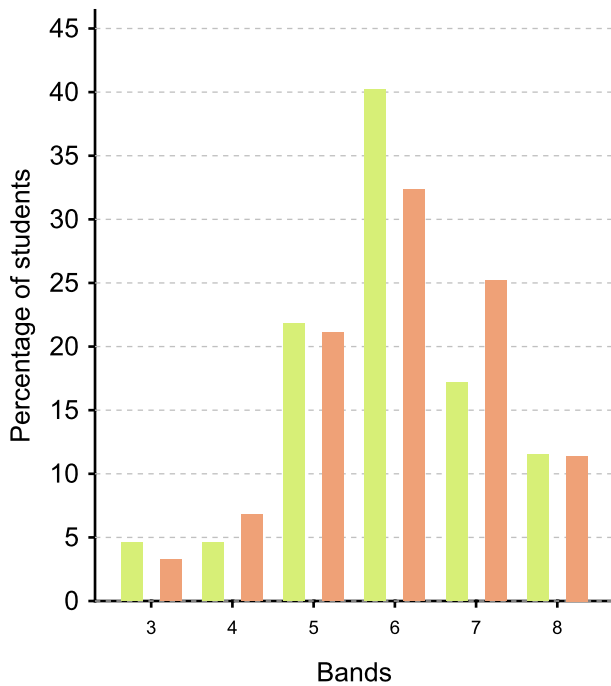
Percentage in bands:
Year 5 Writing



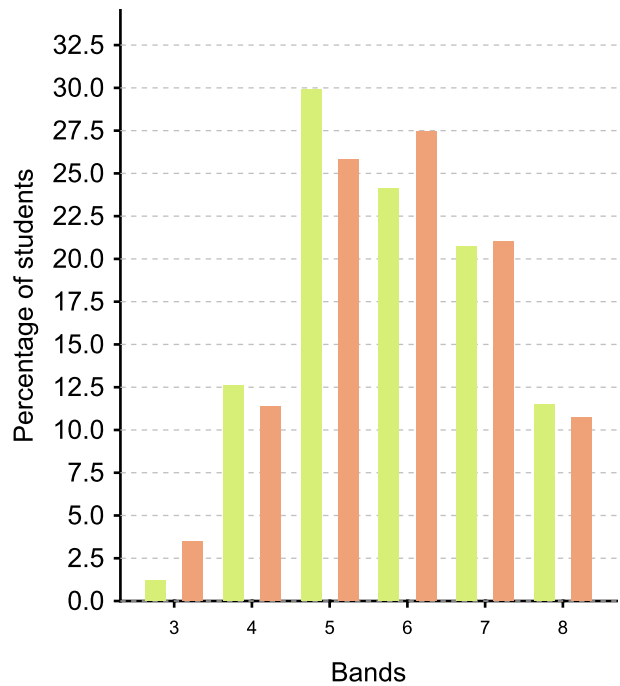
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling

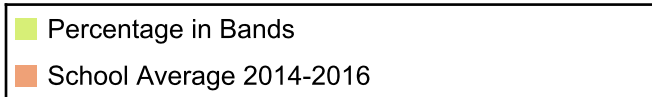
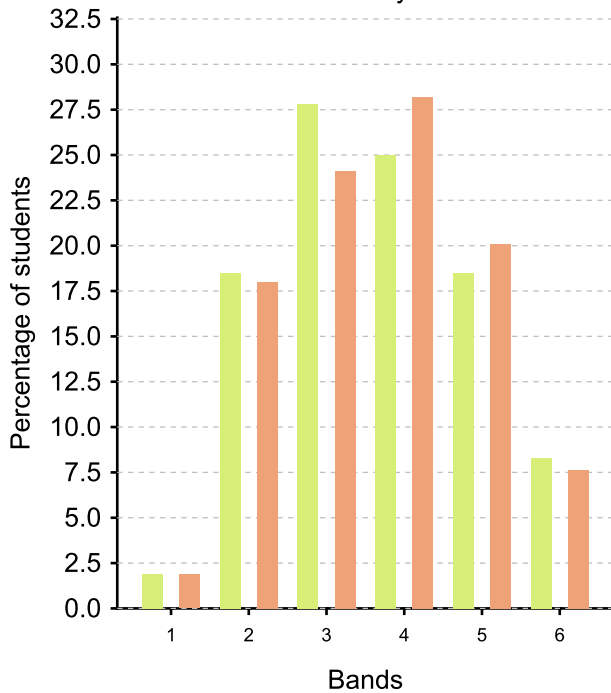


Percentage in bands:
Year 5 Grammar & Punctuation

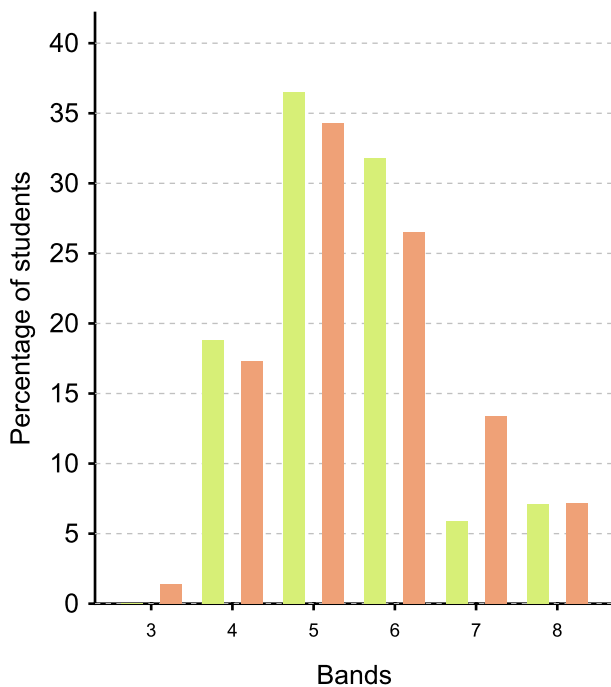


On average across all numeracy aspects 80% of Year 3 and 81% of Year 5 students were at or above minimum national standard, with 27% of Year 3 and 13% of Year 5 students at proficient. Aboriginal students averaged across all numeracy aspects were; 100% in Year 5 above minimum national standard and 28.6% at proficient. Year 3 cohort was too small to calculate.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



In 2016 each school is required to report on their student performance for the top two NAPLAN bands in reading and numeracy. 41% of Year 3 and 25% of Year 5 students were in the top two bands for reading and 27% of Year 3 students and 13% of Year 5 students were in the top two numeracy bands. There were no Aboriginal students in the top two bands for Year 3 for reading and numeracy. There were 28.6% of Aboriginal students in the top two bands in both reading and numeracy.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

During 2016 students, parents and teachers were surveyed using the Tell Them From Me survey tool.

Students;

- 92% of students try hard to succeed at school
- 95% value education and believe it will benefit them personally and economically and will have a strong bearing on their future
- 88% believe that teachers are responsive to their needs and encourage independence
- 87% feel the school staff emphasizes academic skills and hold high expectations for all students to succeed
- Enjoy participating in extra-curricular activities, in particular sport, that the school provides

Parents/carers;

- Encourage their child/ren to do well at school
- Believe they can speak with their child/ren teachers who listen to their concerns
- Believe student reports are easy to read and provide detailed information about their child/ren progress
- Believe formal interviews are the most useful form of communication about their child/ren progress
- Believe teachers have high expectations for their child/ren both academically and behaviourally
- Believe their child/ren are safe at and enjoy going to school

Teachers;

- 80% of teachers work collaboratively when planning teaching and learning
- 87% set high expectations for students and monitor their progress
- 80% use assessment to inform teaching and learning
- 95% use technology, when possible, to enhance learning
- 92% set clear expectations for classroom behaviours and adjust learning to suit individual needs
- Inform parents of their child's learning needs

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.

Policy requirements

Aboriginal education

Aboriginal Education has continued to be a major focus for Mount Terry Public School in 2016, with 100% of Aboriginal students and their parents participating in the development of their Personalised Learning Pathways (PLPs) with their teachers, which focused on areas of achievement, improvement and aspirations. The process created and strengthened home/school partnerships and provided students with individualised learning goals.

The students of Mount Terry were involved in events and classroom activities, which increased their cultural awareness. We acknowledged significant days such as Sorry Day, Reconciliation Week and NAIDOC Week. During Reconciliation Week, two of our school leaders and two senior Aboriginal students attended the annual Shellharbour City Council Reconciliation Flag Walk. The school also hosted a morning tea and assembly for our Aboriginal students and families to attend and connect. This year's morning teas saw a dramatic increase in community participation with 42 parents and careers joining the students for the occasion. One family from within our school community performed during our assembly and offered the students of Mount Terry an authentic Aboriginal didgeridoo experience.

During Term 2, students were involved with community, local AECG and teaching staff in beginning Mount Terry's own Indigenous Games Expo as a part of our schools NAIDOC celebrations. Students from K–6 discussed the meaning of the games to be taught and drew images and wrote stories with connections to land, family and school. The use of the games and stories were approved by the Wollongong AECG and community and was then implemented to the schools' sport program in the lead up to and during NAIDOC Week. Four staff members were trained in the Indigenous games implementation before presenting to the whole staff. A local Indigenous family assisted in the running of the games and allowed students to make connections through stories to our local area. Aboriginal and non-Aboriginal staff members made a dedicated commitment to attend and actively contribute to the Illawarra Aboriginal Education Consultative Group (AECG) meetings twice a term. Two staff members are currently involved in developing and adapting the '8 Aboriginal Ways of Learning' program for our local area, working with local community of schools, community Elders, AECG and teaching staff. Implementation in schools is proposed for the end of 2016.

Multicultural and anti-racism education

Positive school relations are promoted with effective communication with parents from diverse cultural, linguistic and religious backgrounds. Parents are encouraged to experience active engagement in the life of the school.

School policies and practices attempt to counter racism

and intolerance. Staff are trained in strategies to encourage intercultural communication by reading appropriate picture books to their classes regularly.

The EALD (English as an Additional Language or Dialect) program provides appropriate support to develop the English language and literacy skills for students from non-English speaking backgrounds. Support is provided so that students can fully participate in schooling and achieve equitable educational outcomes.

Harmony Day was celebrated in March with the wearing of orange and participating in anti-racism discussions.