

Taren Point Public School Annual Report



2017



3168

Introduction

The Annual Report for 2017 is provided to the community of Taren Point 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.

Trent Bridgland

Principal

School contact details

Taren Point Public School

93 Woodlands Rd

Taren Point, 2229

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

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

9524 6379

Message from the Principal

I am proud of the academic achievements of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences. We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Every staff member's dedication, commitment, perseverance, enthusiasm, sense of humour, care and collaboration is admirable. Together, as a team, we have dealt with major Departmental changes to student welfare, school plans and policies. In this current time of change, I thank the teachers for always stepping outside their comfort zones, to ensure the best possible outcomes for our students.

Our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them at the school. Student leadership has been developed throughout the school and the 2017 Captains, Vice Captains, Sports Captains and SRC members have done a remarkable job. They have performed their duties in an exemplary manner and have been role models for others.

Taren Point Public School enjoys tremendous support from our parent body and local community. I must acknowledge and thank the school community. We are extremely fortunate to have parents on various committees, parents who assist in the classroom or canteen and our P&C. Thank you for supporting our students. Our collaboration on projects, fundraising and school events is exemplified in the sense of community we achieve.

Having a genuine sense of community expands further than the gates of the school. Staff collaboration, along with the collaboration and support of the parents and family members of Taren Point, make this an excellent school.

I am absolutely privileged to lead such a wonderful, dynamic school.

2017 has been an exceptional year, and we will continue as school, to be committed to continuous improvement and upholding standards of excellence in 2018.

Message from the school community

2017 has been another prosperous year of fundraising for the Taren Point P&C committee.

Thank you to our committee this year, Anita, Alana and Shenee who have coordinated all of our activities including social nights, BBQ's and our colour dash. You have helped our school this year by donating your time, skills and knowledge. And all of the parents who have also helped us with donations from your shops, your homes and your hearts and we greatly appreciate it always.

Obviously now your children have been talking about the robotics we were able to fund last year and also their lovely new home readers. Beautifully covered in contact by many of you. Again the P & C has covered the cost for one term of our French Teacher's salary. Mrs Robbins teaches all of our children once a week in their classes. I'm sure you see the reward in their bilingual abilities!!

Now to two very special members of our P & C I would like to thank as they are leaving our community this year. Amel, thank you for running our canteen for almost 2 years, the children loved you spoiling them. And Barry, who has assisted in every BBQ set up and many clean ups over the past 3 years, thank you. Of course we thank your wife Jayne too who also ran our canteen for a period. Both of your families have made generous contributions to our community and we will miss you all.

Ebeni is now coordinating our canteen and has kept our much loved tuck shop running smoothly even as she hit the ground running!! Thank you. We have had a few faces in the Uniform Shop this year but all the ladies have run it smoothly and helped all of us keep our children looking their best. Thank you Corban, Elena and Danielle for your time and commitment to our school.

I'm sure everyone has noticed the bright new wall in our school grounds. It is just simply stunning. Thank you to Sarah for your wonderful mural. Sarah's only request from our P & C was for permission and a little paint and she has weaved magic!! So many children have run up to me to point out the parts of the mural they painted with such pride on their little faces. It's a lasting memory for them and has been a pleasure to watch it appear.

Many of your children participate in the School Banking program but you may not know how this is coordinated. It is thanks to Tomoko who collects the bank books and processes this for us. We appreciate your time Tomoko and thank you for helping to give our children this opportunity.

Our fundraiser last month at Bunnings Caringbah was beyond any I have experienced before! The overwhelming participation from our community was simply impressive! Your generosity and willingness to help on the day raised \$1700! It was by far the most community orientated event this year, I know I personally saw almost every single family there that day donating, cooking, selling or eating. Thank you. That same weekend we participated in a Colour Dash with Cronulla Public School. It was a big weekend for our little school! These events provided fun experiences for our children and much needed funds for us to put back into our school.

Another highlight for our committee this year was our disco only held last week. What a fun evening and again what an outpouring of help you kindly offered. Of course, Barry was on our BBQ but so many of you helped with setting up and cleaning up which always makes for a smooth and rewarding event.

When you bake a cake or cook some sausages or serve in our tuck shop your children are proud of you. They love telling the other parents and their friends which cake they helped you make or when you are going to be on tuck shop. They are very excited and proud when you are helping their school.

I hope this overview of our year has made you proud of what we have all achieved together and next year will be just as exciting.

School background

School vision statement

As a learning community we will inspire students to develop a passion for learning and actively strive for success in all endeavours. We are committed to ensuring all students become successful learners, confident and creative individuals.

This will be achieved by:

- Promoting and maintaining high standards and expectations across the learning community.
- Ensuring that students develop the 21st Century learning skills of critical thinking, communication, creativity, collaboration, problem solving and Information Communication Technology skills.
- Learning in an atmosphere which is caring, collaborative and respectful.
- Delivering a challenging and innovative curriculum that caters for the individual talents of all students
- Engaging as a learning community in continuous reflection and evaluation to ensure quality educational programs maximise learning outcomes for all students.
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Welcoming and supporting parent and community participation to share the responsibility for student learning and accomplishments.

School context

Taren Point Public School is a small school in the Sutherland Shire. The school is an inclusive, friendly school where relationships are valued. The school has 4 classes. A kindergarten class, one stage one class, one stage 2 class and one stage 3 class.

Taren Point is a multicultural school, 49% of students have a Language Background other than English from 13 different language backgrounds.

Taren Point Public School prioritises personalised learning for all students. Through quality teaching and explicit feedback to students Taren Point teachers aim to ensure all students achieve more than they think they can. Working as a team, all staff are committed to ensuring all children succeed and develop a strong sense of self and community.

Teachers at Taren Point engage in critical reflection to continually improve their practice. All staff are active participants in our school improvement programs.

The Parent and Citizens Association actively supports school initiatives through regular promotions, fundraising events and community occasions that benefit the whole school. At Taren Point we are proud to call ourselves a "Community School" and encourage genuine partnerships in learning.

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.

In the domain of Learning the school's self-assessment is consistent with the evidence presented in 4 element/s and is validated using the School Excellence Framework. In the element of Curriculum and Learning, the evidence presented indicates the school is operating at the Sustaining and Growing stage.

In the domain of Teaching the school's self-assessment is consistent with the evidence presented in 4 element/s and is validated using the School Excellence Framework. In the element of Professional Standards the evidence presented indicates the school is operating at the Delivering stage.

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

LEARNING

Learning Culture

Annual Tell Them From Me surveys have identified that students feel supported in the positive, safe and secure learning environment at Taren Point PS. Positive relationships are evident between students and staff and the school enables students to actively engage in achieving learning outcomes. During weekly administration meetings, staff discuss a range of issues including student welfare, student expectations and external/internal data analysis. Staff support all students to ensure their social, academic and emotional needs are considered. Staff work closely with the Learning Support Team to ensure that the educational needs of students are monitored.

Wellbeing

Taren Point PS implements wellbeing programs that allow students to develop their resilience and communication through programs such as: Peer Support, Buddies, Bounce Back and the Student Representative Council. There is a strong focus on Positive Behaviour for Learning at the school. Welfare practices have focused the staff and community to identify and describe student expectations that promote a positive learning environment. Student wellbeing is seen as paramount to promote positive, respectful relationships which leads to good conditions for student learning. An effective Learning Support Team identifies and supports the wellbeing of students. The school chaplain provides mentoring, wellbeing and welfare support to students and counselling through the recommendation of the LST. Taren Point PS students contribute to the wellbeing of others during fortnightly visits to Goodhew Gardens aged care facility. These visits are highly valued by the students, staff and the families of the aged care facility residents.

Curriculum and Learning

Taren Point PS provides a range of extra-curricular opportunities to support student growth outside the classroom. Curriculum delivery integrates technology and professional learning has been instrumental to allow teachers to learn, use, consolidate understanding and explore possibilities of classroom implementation. The Learning and Support Teacher (LaST) provides support for teachers to help and accommodate programs to meet student learning needs and assist teachers in developing Individualised Learning Plans. The learning plans are collaboratively developed between the classroom teacher, LaST and parents. The literacy and numeracy continuums are also used across the school. The continuums inform the teaching and learning cycle and data is used to monitor student growth.

Assessment and Reporting

The school demonstrates an ongoing commitment to the improvement of assessment and reporting through the collection and analysis of student data, including PLAN and NAPLAN. The school reports back to parents about their child's progress through twice yearly reports and during parent/teacher interviews. Teachers use formative assessment strategies and a whole school data wall to direct teaching and learning. Learning objectives and success criteria are visible in all classrooms.

Student Performance Measures

With varying numbers and abilities in yearly cohorts, the staff have worked hard to achieve pleasing NAPLAN results. In 2017, 85% of Year 3 in NAPLAN Writing and 54% of Year 3 students in NAPLAN Spelling were at, or above national minimum standards on external performance measures. However, NAPLAN data and results show variable results due to the small cohorts involved each year in the assessments which makes identifying trends difficult. As a result, there is an emphasis on monitoring students' progress on the literacy and numeracy continuums. The majority of students at Taren Point PS are making growth at expected levels on these assessment tools.

TEACHING

Effective Classroom Practice

The school delivers a culture that promotes learning through understanding the needs of students and staff and supports a positive, safe and secure learning environment. All classrooms are well managed, with well planned teaching taking place so that students can engage in learning with minimal disruption. Formative assessment is allowing teachers to provide explicit and timely formative feedback to students on how to improve. Staff collaboratively share expertise to improve teaching practice, self-assessment and reflection. Staff have high expectations for students, indicated by

teacher/student feedback, weekly assessments, LaST assessments, literacy and numeracy continuums, external student performance data and results from TTFM surveys.

Collaborative Practice

There is a culture of collaborative practice at Taren Point PS and teachers display a shared responsibility for continual improvement. The school identifies expertise within its staff and draws on this to lead professional learning. Staff at Taren Point learn through lesson observations and feedback sessions. Lesson observations are planned and focus on specific target areas. Staff reflect on their lessons and a follow-up meeting is organised to provide feedback.

Professional Standards

Teachers at Taren Point PS work beyond their classrooms to contribute to broader school programs in sport, creative arts and present professional learning at local schools. This demonstrates the positive culture of the school and its professional standards and expectations. All PDPs are linked to the Professional Standards and are monitored, reviewed and updated as per departmental guidelines. Professional learning goals have been collated and targeted professional learning has been provided

Data Skills and Use

The analysis of PLAN data and the whole school data wall demonstrates the school's commitment to expand the school's access to data sources and use this to analyse and monitor progress towards school learning goals in literacy and numeracy. Time is dedicated for staff to focus on the presented data, to gain a better understanding of student performance.

Learning and Development

Staff at Taren Point PS take personal responsibility for improving their professional practice. All teachers have a Performance and Development Plan that includes both whole school and personal goals that are aligned to the school's Strategic Directions. All professional learning is planned to support and achieve these goals. In 2017, many extra hours of professional learning have addressed areas of need for Taren Point PS. Professional learning included a Principal Support Learning (PSL) conducting a workshop and discussion on understanding the elements of the School Excellence Framework and the document, 'What works best: Evidence-based practices to help improve NSW student performance'. Additionally, staff have been provided with three hour workshops on the implementation of the Wellbeing Framework and Differentiation-Using Creative and Critical thinking life skills. Staff who attend external professional learning present a summary to staff at weekly administration meetings.

LEADING

Management Practices and Processes

The school regularly and actively collects and seeks feedback from staff and the school community through annual Tell Them From Me surveys, P&C meetings and parent-teacher evenings. In 2017, the school redesigned the school newsletter, refined the school App and increased the use of social media to provide the community with up-to-date information about school and student progress.

Leadership

Parents and community members have the opportunity to engage in a wide range of school-related activities and share the school's vision. Parental consultation assisted the school to set priorities in the 2015-2017 School Plan. To enhance and strengthen the productive relationship between the community and the school, the school holds a range of activities which involve the community including Open Day, Grandparents' Day and the Spring Fling. In 2017, a stronger relationship between Taren Point PS and local preschools has been forged. Student leaders visit local preschools to make further connections with the students and educators and promote the school to the wider community.

School Planning Implementation and Reporting

The 2015-2017 School Plan was developed in consultation with the school community and revised by staff at Taren Point PS. The School Plan has milestones that are reviewed by staff each term. The School Report provides the community with information about school performance. It gives parents and other members of the community a sense of how students are progressing and projects being implemented to maximise student achievement.

School Resources

Resource Allocation Modelling (RAM) funding is strategically allocated towards programs to support school improvement. The SAM and Principal meet regularly to monitor spending and discuss program budgets. The school's physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe

environment that supports learning. A committed P&C Association are devoted to enhancing the learning environment and fundraise over \$12000 each year through a Spring Fling Fair and other fundraising projects. The school's physical learning spaces are used flexibly and multiple technologies including laptops, desktop computers, iPads and robotics are accessible to staff and students.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Successful learners actively engaged in future focused learning

Purpose

To provide all learners with a rich, innovative learning environment of high expectations, where all students are able to achieve personal learning goals.

We aim to develop to inspire and challenge students to build their capacity as creative and critical thinkers, who are adaptable self-motivated learners with a strong sense of self-worth and purpose.

Overall summary of progress

The target of 75% of year 5 students achieving greater than or equal to expected growth in Naplan was exceeded in reading with 80% of students achieving this target. In Numeracy 60 % of students achieved the targeted growth, however the cohort of 10 students makes some data unreliable as one student is 10% of the group.

100% of students are tracked on PLAN software, to record growth in literacy and numeracy.

Positive Behaviour for learning has a significant impact on classroom behaviour and learning culture of the school

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% of year 3 and 5 students will achieve greater than or equal to expected growth in Naplan.	\$3500.00	All teachers reviewed results to plan for future learning goals. 80% of students in Year 5 achieved expected growth in Naplan.
100% of students will achieve expected personal learning goals identified on the Literacy and Numeracy continuum.	\$1600.00	PLAN data reviewed each term. All students K-6 were tracked on PLAN data with 100% of students achieving their personal goals. Students working towards grade expectation are supported by the Learning and support teacher and differentiated lesson planning.
Lesson observations and feedback will have evidence of 21st Century general capabilities embedded in lessons.	\$2000.00	Teacher Personal development plan, lesson observations and self assessments were well received by teachers. All staff valued the feedback by colleagues.
<i>Tell Them From Me</i> surveys 2017 indicate improved responses toward learning.	\$0.00	The number of students indicating they were interested and motivated in their learning and try hard to succeed increased to 89%.
PBL surveys show student understanding of school behaviour expectations.	\$0.00	100% of students surveyed were able to explain the school behaviour expectations in all areas of the school.

Next Steps

Sharing of formative assessment strategies and evidence of learning intentions and success criteria will be a focus in the new school plan. Collegial lesson observations will focus on formative assessment and feedback to students. Staff will also use data in five week cycles to drive teaching and learning programs. Data will be used with formative assessment to make assessment more regular, meaningful and allow for more timely feedback to students about their progress towards learning intentions. PBL signage for expectations will be placed throughout the school. We will refine and establish consistent consequences for infringements of behaviour expectations and have a streamlined system for monitoring and tracking.

Strategic Direction 2

Quality education in a culture of collaboration and reflective performance and development.

Purpose

To engage all staff and students in reflective and responsive practices that lead to improved learning outcomes for students and teachers.

Teachers will seek relevant and explicit performance feedback to build their professional capabilities and the collective capacity of the school

Overall summary of progress

Staff participated in ongoing professional learning each week inline with our school goals to produce highly engaging and differentiated teaching and learning programs. Teachers completed Professional Development Plans (PDP) which involved identifying three professional goals. The performance and development cycle was a dynamic process characterised by ongoing feedback, reflection and refinement. Adjustments were made to PDPs to meet individual professional learning needs of the teacher. Professional learning has been embedded in weekly admin meetings to promote professional dialogue. Teachers also participated in external workshops to achieve their PDP goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% of students achieve significant positive Naplan numeracy growth is between year 3 and year 5.	\$1200.00	The target of 85% of students achieving expected growth in numeracy from Years 3 to 5 was not met. 70% of students achieved this target, however the cohort of 11 students is not reliable with two students having high level support needs 2 more on individual learning plans.
All staff meet their professional learning goals and track their participation in compliance and professional learning goals as set out in the Performance and Development framework.	\$3500.00	All teaching staff formed and completed their performance and development plans. They met with their team leaders to discuss progress made on their goals throughout the year. All staff have agreed that the professional learning sessions implemented throughout the year have been relevant and connected to the school plan.

Next Steps

Teacher professional learning will focus on reading comprehension and differentiation. Staff will also continue to participate in weekly professional learning around the new school strategic directions. Consolidation of new pedagogies introduced over the last two years will continue. Teachers will continue to develop their understanding of formative assessment in order to improve student learning outcomes through quality student feedback.

Strategic Direction 3

Strengthen community engagement and partnerships.

Purpose

To grow our school and strengthen partnerships. We strive to ensure that meaningful partnerships in learning are valued by teachers, parents and carers.

We aim to build genuine productive relationships with the local community and business sector to support quality teaching in an environment that is well resourced, welcoming and fully equipped to cater for the demands of the 21st Century.

Overall summary of progress

The School Chaplain has continued to contribute to Wellbeing programs 2 days each week at Taren Point. The Chaplain supports class lessons and provides vital social and emotional learning opportunities in the playground.

Weekly visits to Goodhew Gardens aged care facility have been highly valued by both the school community and the residents Goodhew Gardens..

The number of positive partnerships with community and local business increased significantly with links with local preschools and high school being a priority. Local businesses have also increased their support for school initiatives.

The partnership between the French Association of Southern Sydney (FASS) and the school continued with discussions and agreements around the organisation of bilingual lessons French lessons.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% parents and /or carers participate in student progress interviews at the end of Term 1.	\$0.00	All parents either attended face to face interviews or contacted teachers by phone during term one to discuss their child's' progress at school
Increased local community and businesses actively support innovative programs	\$0.00	\$9500 of donations from the local business community supported school initiatives and donations. Local businesses supported our new school mural that was painted by all students throughout 2017.
Community use of school facilities is increased and funds are allocated to school improvement project	\$0.00	School facilities were used by a playgroup and French language classes.
Increase in school enrolments for kindergarten over next 3 years.	\$300.00	Enrolments increased throughout the year. Enrolments for kindergarten 2018 have increased from previous years.
Positive 2017 Tell Them From Me survey.	\$0.00	94% of parents strongly agree or agree that the school provides a safe learning environment. 88% of parents strongly agree or agree that the school has strong student welfare processes and practices

Next Steps

Relationships with local pre-school and high schools will continue to be strengthened. A school promotion video will be developed to promote the school in the local area. Engaging parents in dialogue about learning will continue to be a

focus and to communicate high educational aspirations to parents.

In 2018, a Kindergarten French Bilingual class will be implemented at Taren Point Public School. Weekly French lessons for all students K–6 will also continue. Links will be made to establish a sister school in Tahiti to compliment the French program occurring at Taren Point. A French cultural market will be held at Taren Point PS next year in association with FASS.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1391.00	Personal Learning Plans (PLPs) were reviewed and updated in consultation with the students and parents. Personal goals were established in literacy and numeracy and the process towards achievement was monitored.
English language proficiency	\$12933.00	English language proficiency staff allocation and flexible component provided 2 days per week support for students identified by class teachers. Individual and small group instruction for students from EAL/d background improved students language proficiency. Students demonstrated literacy growth as evidenced by progress on the literacy continuum.
Low level adjustment for disability	\$43,887.00	ILPs reviewed and student progress tracked on PLAN. Teaching instruction varied from individual to small group. Review meetings with parents.
Quality Teaching, Successful Students (QTSS)	\$4298.00	Funding was utilised by staff to view the teaching of other staff members. Funding enabled staff to set clear goals for improved teaching practice.
Socio-economic background	\$10122.00	The school supports students and families through targeted learning and support and financial support to ensure equity and inclusion. This funding also added to the number of teachers allocated and enabled the employment of a teacher to complete a 5 day week, ensuring all classes had a full time teacher.
Targeted student support for refugees and new arrivals	0.2 allocation of New Arrival funding	New Arrival Funding enabled support to students enrolling without English language. At the end of the year, 2 students received one to one support and small group support. Semester progress reports were sent home to parents and student was progress tracked on PLAN



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	35	36	46	44
Girls	43	42	41	40

Student enrolments at Taren Point remain steady. Local preschools and day care centres highly recommend our school as an excellent school with caring staff and a friendly community.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96	94.3	94.4	94.1
1	93.4	92.2	96	94
2	94	92.9	96.3	97.5
3	94	87	93.4	93.6
4	93.5	92	91.4	90.9
5	96.4	89.7	93	93.4
6	93.3	95.8	92.7	89
All Years	94.4	92	94	93.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

School attendance is closely monitored by the Principal. Students with poor attendance rates were referred to the Principal to contact parents. Where possible, support through wellbeing programs was provided to students. A greater focus on monitoring attendance and supporting students with diagnosed anxiety and mental health issues that impact on their attendance is planned for 2018.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	3.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

*Full Time Equivalent

At present at Taren Point Public School, there is one staff member comes from an Aboriginal background.

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	0

Professional learning and teacher accreditation

In 2017, Staff Development Days and weekly professional learning sessions were aligned to the school plan with a strong focus on building staff capacity and improving student learning outcomes. Staff completed mandatory training as per Public Schools NSW Department of Education guidelines in code of conduct, child protection, CPR and emergency care. There is one staff member maintaining at Proficient. Staff led professional learning using iPads in the classroom resulted in all classes K–6, regularly using iPads to support learning for all students. This included building staff knowledge of coding and Google apps to support and enhance student learning opportunities.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	79,820
Revenue	1,005,206
Appropriation	923,106
Sale of Goods and Services	269
Grants and Contributions	80,382
Gain and Loss	0
Other Revenue	0
Investment Income	1,449
Expenses	-1,025,069
Recurrent Expenses	-1,025,069
Employee Related	-894,519
Operating Expenses	-130,550
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-19,862
Balance Carried Forward	59,957

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	709,463
Base Per Capita	13,296
Base Location	0
Other Base	696,167
Equity Total	68,332
Equity Aboriginal	1,391
Equity Socio economic	10,122
Equity Language	12,933
Equity Disability	43,887
Targeted Total	142,457
Other Total	8,572
Grand Total	928,825

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

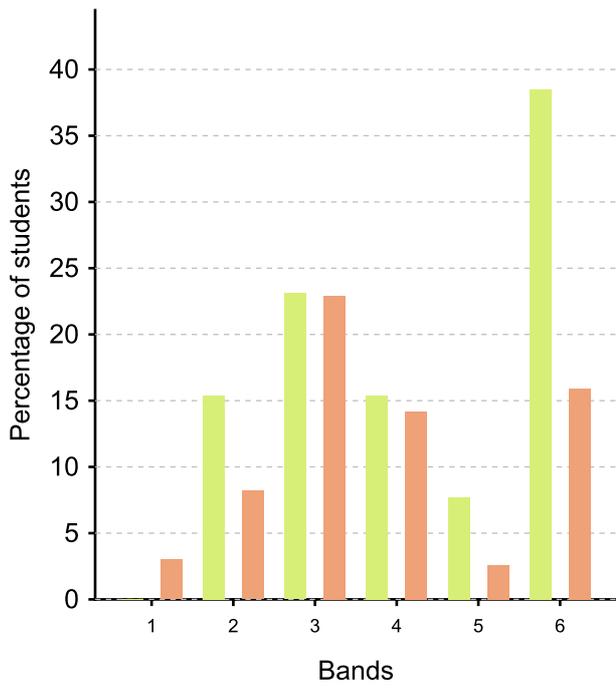
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

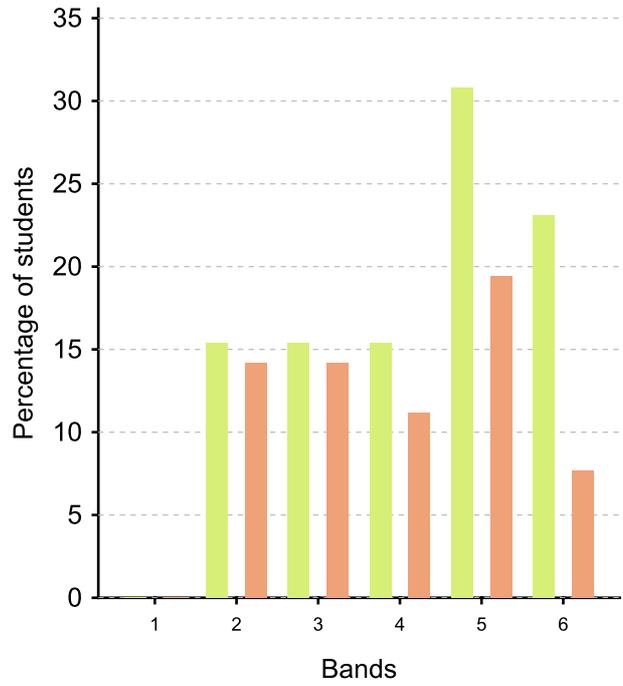
NAPLAN

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.

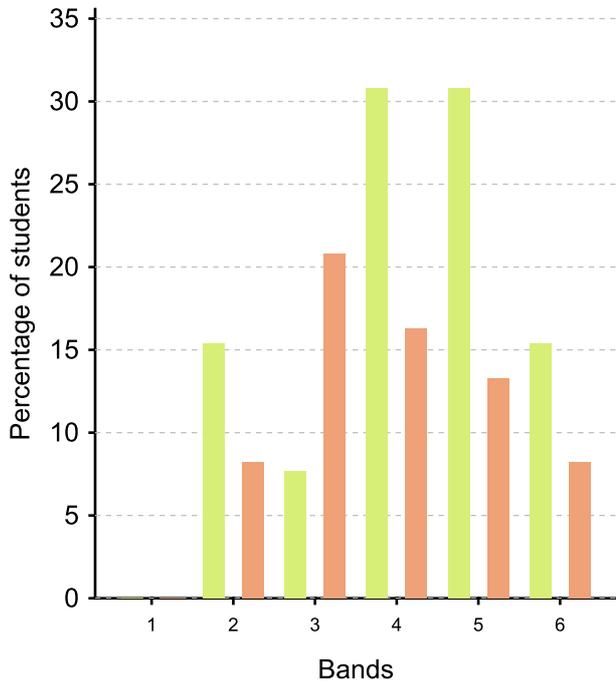
Percentage in bands:
Year 3 Grammar & Punctuation



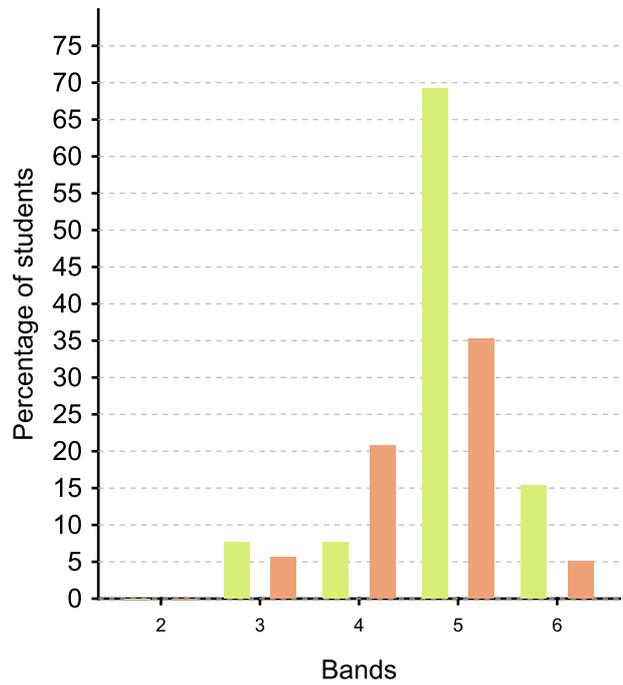
Percentage in bands:
Year 3 Spelling



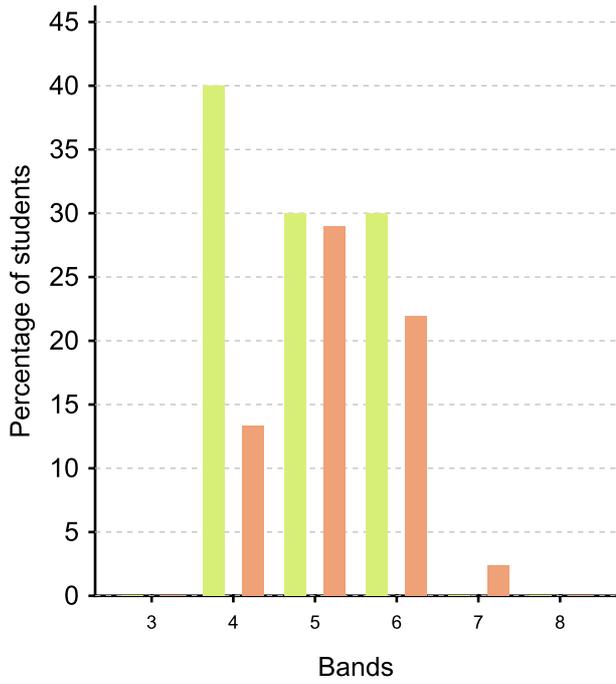
Percentage in bands:
Year 3 Reading



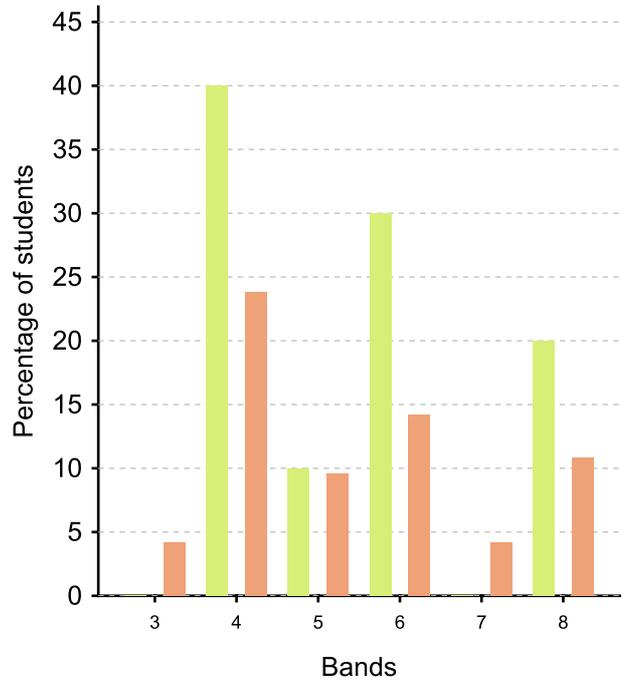
Percentage in bands:
Year 3 Writing



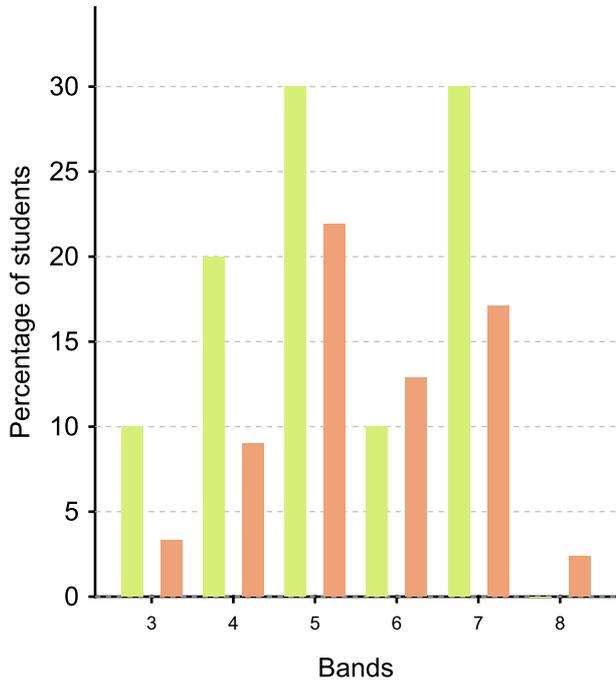
Percentage in bands:
Year 5 Writing



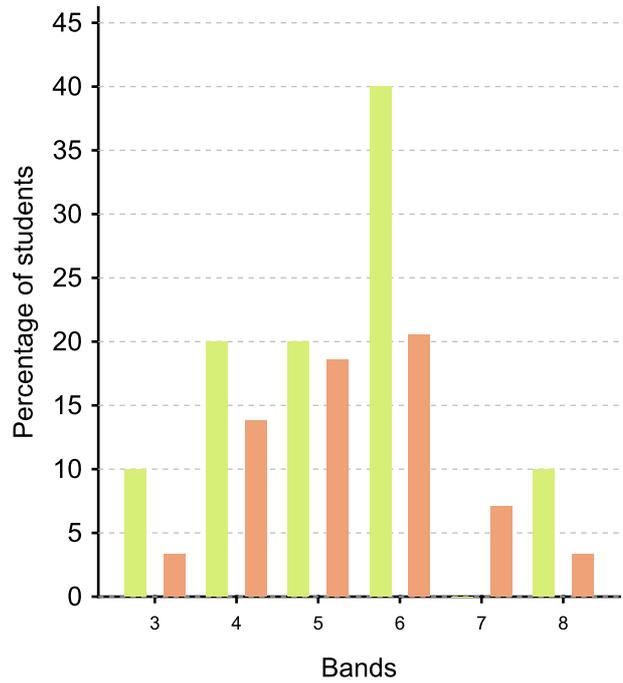
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation



Parent/caregiver, student, teacher satisfaction

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

Student responses:

- Students feel accepted and valued by their peers and by others at their school. 91% of girls and 92% of boys in this school had a high sense of belonging. The NSW Govt norm for these years is 81% of girls and 81% of boys had a high sense of belonging.
- Students try hard to succeed in their learning. 93% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%. 100% of the girls and 85% of the boys in this school tried hard to succeed. The NSW Govt norm for girls is 90% and for boys is 85%.
- Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.
- Students rated effective classroom learning time 8.3 out of 10. The NSW Govt norm for these years is 8.2

Staff Responses:

The team of 4 class teacher, one teaching Principal and one part-time support teacher work very closely and are extremely supportive of each other.

- All staff members including School Administration staff respond respectfully to each other. 100% of staff feel valued and supported.

Parent/Carer responses:

Parent/Carer responses are on a ten-point scale converted from Likert-format questions. A score of 0 indicated strong disagreement; 10 indicated strong agreement and 5 is a neutral position.

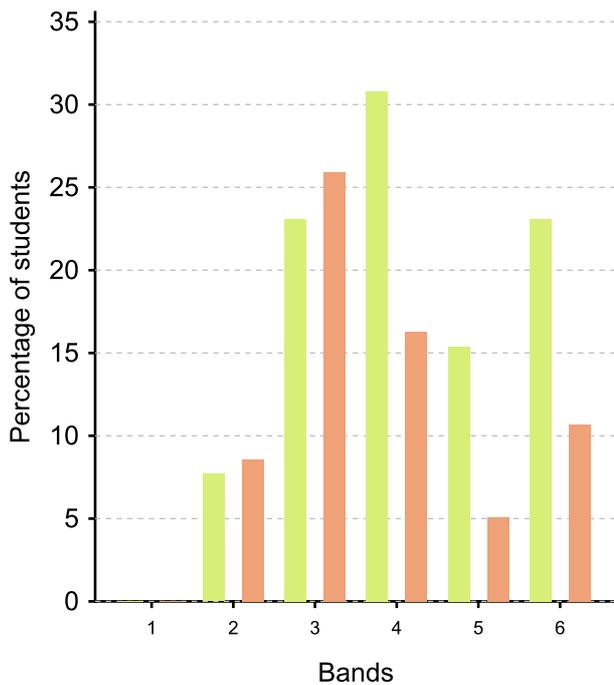
- I feel welcome when I visit the school. 8.6/10
- My child feels safe going to and from school .8.4/10
- I can easily speak with my child's teachers. 8.8/10
- I am well informed about my child's progress in school subjects. 7.2/10
- Teachers show an interest in my child' learning 8.4/10

Policy requirements

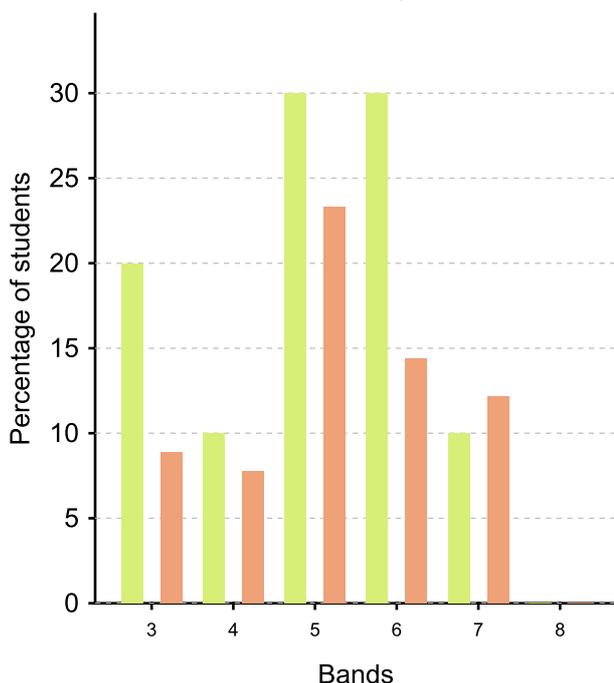
Aboriginal education

Throughout the year the school has emphasised the importance of our rich indigenous culture by ensuring Aboriginal education has been integrated across all Learning Areas. Students have been instructed in the knowledge of past and present Aboriginal perspectives through providing quality Aboriginal literature and

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. Go to <http://www.myschool.edu.au> to access the school data.

programs. Students' recognised NAIDOC week and Harmony Day, and participated in various associated activities. Students are taught to be tolerant of other people's beliefs, while gaining a greater knowledge and understanding of Australia's rich, indigenous culture.

Multicultural and anti-racism education

Our school is highly inclusive school with 42% of students having a background other than English. We offer a range of programs and practices which promote inclusivity, cultural awareness, diversity and respect for the cultures and beliefs of all members of the school community.

It is acknowledged that the cultures and beliefs of all individual members of the school enrich our whole community.

We value both similarities and differences. Students from diverse backgrounds are encouraged to be proud of their heritage and to share their customs and beliefs.

The school's multicultural community was celebrated during Harmony day celebrations. All students learn French as part of the community's commitment to a global education. The school Positive Behaviour for Learning program explicitly teaches respect. The school has a designated Anti-Racism officer to ensure teachers and students are supported if racism occurs.

Other school programs

Student Wellbeing

Our school works proactively to holistically support and further develop student wellbeing. Differentiation of the curriculum to effectively support the learning of all children including the support of children with additional learning needs was priority in our 2015–2017 school plan. Staff work collaboratively with parents to promote healthy, safe, ordered, supportive, secure and caring environment that provides optimal teaching and learning. It recognises that student wellbeing is shared responsibility between school, home and the community. The ongoing teaching, monitoring and reinforcement of our three school expectations guide and underpin our student wellbeing provision. The school works proactively to implement student welfare support structures and programs that prioritise and address the identified needs of individual students, staff and the school as whole. We have a variety of programs that cater for the varied learning, social and emotional needs of our students.

Taren Point has a strong Learning Support Team (LST). The team meets fortnightly to proactively plan and discuss student referrals, have professional dialogue in regard to student challenges and develop strategies to meet student needs. Parents are kept well-informed of additional resources for students who need support emotionally, academically or behaviourally. Both our school chaplain and school counsellor are an integral parts of the LST and students

who need support are referred to these services. Support is provided in a range of ways. Our school counsellor provides counselling support to referred students and assists families to link to other support agencies and personnel in the community. The LST regularly places information regarding courses for parents and children in the school newsletter

In 2017, 24 students had an individualised Learning Support Plan developed collaboratively by the class teacher, parents and the Learning Support Team. Parents and teachers work together on these plans throughout the year to ensure they continue to be effective. In addition personalised learning plans were developed and implemented to support students from an Aboriginal background. Identified students are supported by our committed Learning and Support Teacher(LaST). 13 students were supported with their literacy learning in small groups and also with in-class support. 3 volunteers from Woollooware Shores supported 15 students in a reading program.

Public Speaking

During 2017, Early Stage 1 – Stage 3 at Taren Point Public School focussed on Speaking and Listening within the classroom through weekly speeches as part of homework, speaking and listening activities and classroom discussions. In Term 2, students from all years presented formally prepared persuasive speeches to their class and teacher. Students in Stage 1 presented a two minute speech, and a 30 second impromptu. Stage 2 students presented a three minute speech and a one minute impromptu. Stage 3 students presented a four minute speech and a one and a half minute impromptu. One child from each stage was then chosen to represent Taren Point Public School at Zone level.

Dance

This year, 26 students participated in a Junior and Senior dance ensembles; Junior (K– 2) and Senior (Years 3–6). Each ensemble participated in weekly classes under the instruction were given the opportunity to perform at events including Open Day for Education Week, Grandparents' Day, the Sutherland Shire Music Festival and during our annual school Presentation Night.

Choir

At Taren Point PS, all students in Years 2 – 6 participated in the school Choir program in 2017. The Junior and Senior choirs trained weekly throughout the year to improve vocal control and develop a song repertoire. Students participated in a combined schools' choir at the Sutherland Shire Schools' Music Festival held in Term 3. The choirs also performed at assemblies, Education Week, Open Day and Grandparents' Day.

Leadership

The Student Representative Council (SRC) at Taren Point Public School for 2017 has had 14 students represent their class throughout the year. Their

leadership role has included attending regular meetings, communicating an exchange of ideas to and from the SRC and promoting SRC events in the school. The SRC have held two mufti days this year, raising money for charities. In Term 2, the SRC held a Superhero day to support the Heart Kids Foundation, while there was a Bandanna–Mufti Day in Term 4 supporting Canteen. The SRC will examine ways to improve on children's sense of belonging to the school as a direct result of the “Tell Them From Me” survey.