

# Teralba Public School

## Annual Report



2017



3183

## Introduction

The Annual Report for **2017** is provided to the community of **Teralba 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.

Richard Metcalf

Principal

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## School background

### School vision statement

*Our vision at Teralba Public School is to empower all students to acquire, demonstrate, articulate and value knowledge, to develop skills that will support them as lifelong learners, in order to participate in and contribute to a rapidly changing world. Our students will become creative, innovative and resourceful, succeeding today and being prepared for tomorrow.*

Teralba Public School is committed to empowering and equipping students with the necessary skills that will enable them to contribute successfully long into the future. In developing this vision statement, staff joined with the community and students to understand that formal schooling is a small part of a life long journey and as we develop these vital skills then society as a whole will improve greatly.

As a whole school community we have recognised that emerging technologies continue to shape our world and in order for our students to succeed, we must equip them with the tools necessary in that pursuit. We have done this through the use of current technologies and a variety of teaching techniques, aimed at independent thinking and working.

### School context

Teralba Public School is a small school on the northwest shores of Lake Macquarie in the Hunter region.

It has 18% of students identifying as having Aboriginal heritage.

Teralba Public School has an Index of Community Socio–Educational Advantage (ICSEA) of 894. The Australian average is 1000. We have a Family Occupation and Education Index (FOEI) number of 131. The State average is 100. Both indexes indicate below state measure.

Teralba Public School entered the Early Action for Success (EAfS) program in 2014, a strategy aimed at improving students' performance through a targeted approach in early years of primary school, and thus we employed an Instructional Leader to assist the teaching and learning programs in the junior years.

Teralba Public School has been heavily involved in the Positive Behaviour for Learning (PBL) program and all K–2 staff are trained in and use Language, Learning and Literacy (L3).

# 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. 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.

In the domain of learning, the school has demonstrated efficient implementation of programs in the areas of quality learning, systems and welfare. The strong performance of the school has been evident in the areas of data collection and assessment systems, the use of the data to drive classroom best practice that is expertly differentiated and the implementation of an effective wellbeing program, PBL. The fundamental driver of the Learning Domain is to see significant student improvement through a variety of strategies. These strategies included the use of the Instructional Leader under the EAfS program, Targeting Early Numeracy (TEN) program, the use of PLAN data, L3 and the implementation of a whole school Occupational Therapy program.

To ensure effective classroom practice within the teaching domain, we have ensured that all teaching programs incorporate lessons that are planned through informed PLAN data collection and analysis to direct future learning, and that teaching practices are modified appropriate to all students' needs. Lessons are taught with evidence-based teaching methods including explicit teaching of content to ensure student growth is achieved. Learning goals have been identified and set for each individual student through analysis of achievement data. All teachers are using the Australian Professional Standards as a platform for developing appropriate Performance and Development Plan (PDP) that will enhance learning outcomes that target specific areas for improvement. The school is effectively monitoring the accreditation status of all staff, as 100% of staff are now involved in the NESA accreditation process.

In the domain of leading, our main priorities have been to progress educational leadership and management practices and processes. In 2017, refining the whole school organisational systems has been a major priority focus and Teralba Public School has taken a leading role in Building Numeracy Leadership (BNL) within our Local Management Group (LMG) of schools. In addition, further systems of focus included the enhancement of student welfare programs and reporting, and whole school data collection and use.

Our self-assessment 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

### Quality Learning through Innovative Teaching

#### Purpose

Provide quality education in a caring environment to ensure academic and personal excellence for all .

Differentiated and innovative personalised learning to improve student engagement and outcomes, while developing competent and creative learners. Teacher capacity is developed through focussed, personalised, evidence based and engaging professional learning.

Every student in our care is actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

#### Overall summary of progress

A quality learning through innovative teaching focus has continued to significantly impact decision-making and directions surrounding classroom practice and professional development.

This was specifically targeted in 2017 with the whole school K-6 embarking on innovative numeracy teaching through the Building Numeracy Leadership (BNL) Program. All staff were trained in research-based professional development that addressed building number sense and the five proficiencies of the working mathematically component of the Mathematics Syllabus. Focus numeracy and writing groups were also continued throughout 2017.

Teachers continued to use PLAN data, along with knowledge of stage appropriate Mathematics and Numeracy syllabi outcomes, to direct classroom practice and tiered intervention supports, particularly in line with the EAFS direction.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Reduce the number of students 3-6 failing to match individual benchmarks against PLAT measures using 2014 continuum data as a baseline.</p> <p>Increase the number of students K-2 meeting or exceeding Literacy and Numeracy markers using 2014 continuum data as a baseline.</p> <p>To increase the % of Aboriginal students achieving at or beyond expected stage standard from 36% to 70%.</p> <p>To improve whole school attendance rates from 91.6% to 95% (State average)</p>	<p>\$50000 (Aboriginal and Socio-economic background funding) Some of these funds were allocated to employ increased SLSO time to support student learning needs. Some money was allocated to employ a teacher to run additional literacy and numeracy time in order to open a fourth class.</p> <p>\$53 600 Employed Instructional Leader (IL )to lead the impenetation of the EAFS program. The role of this IL was to lead professional development, target specific intervention for tiered 2 and 3 students and support teachers in implementing high quality pedagogical practices.</p>	<p>In 2017 our direction moved away from PLAT data to create a holistic approach towards analysing PLAN data to direct teaching and learning.</p> <p>All K-2 students without a diagnosed learning disability successfully achieved Literacy and Numeracy targets above their expected benchmarks.</p> <p>Attendance was added as a weekly agenda item to the Learning and Support Meetings. Although 2017 saw a 1.99% decline in whole school attendance from 2016, some individual circumstances significantly contributed to this decline. Whilst this data appears to be negative, there were also significant increases in individual attendance results within the school.</p> <p>63% of our Aboriginal students achieved at or beyond expected stage standards in 2017.</p>

#### Next Steps

Due to the new Strategic Directions of the 2018–2020 School Plan, which have been created in consultation with staff, parents and the community, the areas of quality learning through innovative teaching will be addressed within the three new strategic directions that directly align to the 2017 School Excellence Framework: Rich, engaging and diverse learning; committed, collaborative and accountable teaching; supportive, strategic and inspiring leadership.

Staff will continue to be trained in and implement BNL to increase numeracy skills in students K–6.

In 2018 the National Literacy and Numeracy Progressions have replaced PLAN as a data platform, and therefore extensive training and support is being provided to ensure the validity of progressions data that will inform teaching and learning in the classroom, along with determining appropriate interventions that will continue to support our students along the path of achieving expected benchmarks.

## Strategic Direction 2

### Quality Systems and Processes

#### Purpose

Embedding quality systems and organisational practices to support the development of all staff to demonstrate innovation and leadership through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.

#### Overall summary of progress

Staff and community members at Teralba Public School understand that in order to provide the highest possible education to our students, quality systems of teaching, assessing and reporting need to be established and efficiently maintained. These systems include the process of welcoming new students, welfare systems, as well as managing the many parent and community volunteers.

The effective implementation of the Performance Development Plan (PDP) enables staff to engage in a deep and reflective process that guides the ongoing development of all staff, at an individual and collective level. Continuous and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth.

All staff engage in strategic planning processes to monitor, evaluate and review milestone implementation and impact.

The new teaching pedagogy "Explicit Instruction" for Literacy and Numeracy was trialed, however a collective decision was made by staff to cease the program and continue the pedagogy of L3, which has long proven successful within progression of achievement for our students.

Weekly PBL explicit lessons continued to be implemented effectively and has had a positive impact on the wellbeing of the students at Teralba Public School. Efficient weekly Learning and Support Team meetings have ensured efficient data collection, reporting and targeted educational delivery for students with higher needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All staff members achieve goals derived from Australian Professional Standards for teachers, as determined in professional learning plans.</p> <p>100% of IEPs BMPs and PLPs completed and active in accordance to NCCD</p> <p>Additional Measures</p> <ul style="list-style-type: none"><li>•PBL systems successfully embedded throughout school, reflected in ongoing review and evaluation.</li><li>•Improved parent collaboration and participation in School–Family partnerships, reflected in increased attendance and involvement in activities.</li></ul>	<p>\$10000 (Low level adjustment for Disability funding) Some of these funds were allocated for teacher professional development and the employment of additional staff to support the writing and implementation of PLPs, IEPs and BMPs.</p> <p>\$3000 (Socio–economic and community funds) An allocation of these funds was used to train staff, provide school resources and sponsor PBL rewards days.</p> <p>\$4000 (Low level adjustment for Disability funding) Some of these funds used were for organisation and resource development to increase community and parent participation.</p>	<p>All staff members continue to work towards achieving their goals that are aligned with the Australian Professional Standards which is monitored through the PDP process.</p> <p>100% of mandatory student documentation has been completed and is active in accordance with NCCD, thus effectively supporting students with additional needs.</p> <p>PBL systems have been successfully implemented throughout the whole school, with a significant decrease in behaviours warranting a red card and students needing to visit the reflection room.</p> <p>The wider school community actively participated in school activities, with a significant increase in attendance at our annual Carols night and "Teralba on Show" open classroom visits.</p>

## Next Steps

As this is the conclusion of the 2015–2017 three year plan, Quality Systems and Processes will be implemented throughout our new Strategic Directions within the 2018–2020 School Plan which aligns with the new School Excellence Framework.

Staff will continue to work closely with the School Excellence Framework (v2) to align quality school systems with expected levels.

PBL will remain the focus for all welfare and behaviour expectations with dispositions being introduced. This will drive individual improvement across the school and within the community



## Strategic Direction 3

### Engaging Community Partnerships

#### Purpose

Promote the school image by creating a shared community identity and fostering partnerships with the Lake Macquarie Area Collegiate (LMAC) community of schools and other similar small schools.

We will seek to form strong partnerships with others, especially parents, to facilitate innovation, quality educational delivery and consistent, high standard and shared professional practices.

#### Overall summary of progress

Teralba Public School continues to focus on the connection between our school and the local community. This saw many new and exciting programs developed, as well as the consolidation of successful programs. Engagement with local pre-schools and the expansion of the 'Big School for Little Learners' program. This program saw up to 13 students attend.

A multi school professional development calendar saw our school join with two other local schools and participate in fortnightly training and development. These sessions also allowed for peer mentoring across stage groups. Teralba Public School also participated in 3 professional development afternoons combined with 5 other schools. Staff reported that the afternoons were good for networking and the professional development was useful in understanding the program presented.

Teralba Public School continued to work within the LMAC community of schools which provided direction for the LMG and how we approach school partnerships in this area. As a result of this partnership, professional development opportunities have increased and collegiate sporting activities were developed.

As a community Teralba Public School increased the amount and variety of school initiatives to improve home and school connections. This included the introduction of "Teralba on Show" and the continuation of Fathers Day BBQ and

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase in parent participation in special event days and open classrooms from 44% (39 families) to 50 %</p> <p>Parent Volunteers increase from 10 % of the school population to 20 % informed by visitor sign-on procedures.</p> <p>Additional Measures:</p> <ul style="list-style-type: none"><li>•Parent feedback on improved kinder transition program and increased link with local preschools.</li><li>•To increase parent participation in our school-home partnerships by 20% (4 parents) to support the P&amp;C, school initiatives.</li></ul>	<p>\$2000 (Socio-economic) Some funds were used to purchase resources and support programs for special days/events with the school community.</p> <p>\$3500 (Equity) Some of these funds were allocated in order for all students to access all available. Resource development and advertising to increase parent participation.</p>	<p>By the end of 2017 more parents were involved with the P&amp;C with an increased amount of working bees and school projects. This included the Teralba Trackside play area. Upon review of parent participation numbers Teralba Public School reached the target of over 50% parent participation in special days and open classrooms.</p> <p>It was reported in the 'Tell Them From Me' surveys that most parents were satisfied with the communication from the school although some parents wished for better forms of communication.</p> <p>In 2017 Teralba PS continued its partnership with other local schools engaging in regular professional development and mentoring opportunities. This not only included staff development days but also weekly staff meetings and the BNL project. The Kindergarten transition program continued with up to 13 students attending either during 'Big School for Little Learners' or the more formal orientation program.</p>

#### Next Steps

As this is the conclusion of the 3 Year planning cycle and after community and school consultation, Teralba Public School have aligned the new school plan with the School Excellence Framework. This means that future steps taken in the area of 'Engaging Community Partnerships' will be integrated throughout the three strategic directions.

Looking forward Teralba Public School will develop an understanding of and value for the teaching practices that underpin the school's educational philosophy and expectations within the school community.

Foster an understanding and commitment to collegiate connections through professional development and professional sharing.

Enhance opportunity for students to join with other local schools in a variety of activities to build a greater friendship base.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$15 532  See Strategic Direction 1 for full details	–Aboriginal School Learning Support Officer engaged to support cultural education in the classroom and to develop Personalised Learning Plans with students and parents.  –Individualised Literacy and Numeracy Programs delivered
<b>Low level adjustment for disability</b>	\$46 501  See Strategic Direction 1 and 2 for full details	–Additional support staff engaged  –Development of Individual Education Plans for students with a disability  –Development of Health Care Plans for all relevant students  –Staff development targeted at individualised needs
<b>Socio–economic background</b>	\$58 572  See Strategic Directions 1, 2 and 3	–Enhance student assistance provision  –Individualised support of identified students within Numeracy and Literacy sessions  –Use of School Chaplain to support the needs of students and their families
<b>Early Action For Success (EAfS)</b>	\$53 600  (Staff allocation equal to 0.4 FT at Deputy Principal level)	–Extensive professional learning has been delivered to support staff in increasing Literacy and Numeracy benchmarks K–2  –All teachers have used PLAN for diagnostic assessment and began the process of understanding the new National Literacy and Numeracy Progressions that are to replace PLAN and the Literacy and Numeracy Continuum.  –PLAN data has successfully been used to inform teaching and to identify tier 2 and 3 students to target specific areas of learning required to ensure every student reaches their expected benchmarks.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	37	44	39	36
Girls	30	37	32	29

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.5	94.5	98	94
1	90	93.8	96.1	96.5
2	93.9	93	96.9	97.2
3	90.5	94.8	95.5	96.2
4	96.1	88.7	98.2	86.4
5	96	92.4	94.1	89.4
6	89.8	91.6	94	92.5
All Years	93.1	92.8	96	93.2
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

Teralba Public School staff follow all DoE guidelines in obtaining information about student absences. This is done via text messaging, phone calls and parent meetings. Teralba Public School worked closely with the HSLO staff to monitor student attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.45
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	2

\*Full Time Equivalent

There was 1 staff member who identified as being of Aboriginal or Torres Strait Islander descent.

### 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	12.5

### Professional learning and teacher accreditation

As part of our commitment to delivering the highest quality education to the students at Teralba Public School, all staff engaged in a robust professional development calendar. This included numerous professional development opportunities for staff from other local and like minded schools. Professional development opportunities included Explicit Direct Instruction training, compulsory training in CPR, anaphylaxis, PBL, Literacy continuums and progressions, STEM, BNL, 'What Works Best' reflection guides, professional readings and dispositions.

Professional development was run in conjunction with the three strategic directions. These sessions were

conducted by various members of staff throughout the year.

There was no permanently employed beginning teachers, but Teralba PS continued to offer continued support to all teachers through the PDP process.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	80,424
<b>Revenue</b>	1,136,782
Appropriation	1,081,248
Sale of Goods and Services	1,163
Grants and Contributions	52,994
Gain and Loss	0
Other Revenue	0
Investment Income	1,377
<b>Expenses</b>	-1,211,059
Recurrent Expenses	-1,211,059
Employee Related	-1,104,158
Operating Expenses	-106,900
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-74,277
<b>Balance Carried Forward</b>	6,147

Teralba Public School's financial management process and governance structures adhere strictly to all policies within the Department of Education. Working as the schools' financial committee the Principal and SAM make fiscally responsible decisions based on the student needs, strategic directions and future school needs.

A full copy of the school's financial statement is tabled at a general P&C meeting within 12 months of being presented to the Director, Public Schools NSW. Further details concerning the statement can be obtained by contacting the school.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	599,481
Base Per Capita	10,851
Base Location	0
Other Base	588,631
<b>Equity Total</b>	121,222
Equity Aboriginal	15,532
Equity Socio economic	58,572
Equity Language	616
Equity Disability	46,501
<b>Targeted Total</b>	26,931
<b>Other Total</b>	273,110
<b>Grand Total</b>	1,020,744

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 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 2017, Teralba Public School performed above State average in Numeracy and Writing for year 3 and 5.

Information can be obtained from 'myschool' website. <https://myschool.edu.au/>

Due to having less than 10 students sitting the NAPLAN Literacy assessment, we cannot report on individual results.

Information can be obtained from 'myschool' website. <https://myschool.edu.au/>

Due to having less than 10 students sitting the NAPLAN Numeracy assessment, we cannot report on

individual results.

Information can be obtained from 'myschool' website.  
<https://myschool.edu.au/>

## Parent/caregiver, student, teacher satisfaction

In 2017 we sought the opinion of parents, students and teachers through the Tell Them from Me (TTfM) Survey. At the completion of the survey staff collectively analysed the data to determine areas for improvement surrounding satisfaction levels.

Results from the survey showed that Teralba students in years 3–6 were close to the NSW government norms for feeling confident of their skills and that they receive high challenge (46% Teralba vs 53% NSW Govt norm). An area for improvement was identified with the 25% of students who identified English, Science or Maths challenging, as opposed to the NSW Govt norm of 14%.

The teacher questions in the survey assessed eight of the most important Drivers of Student Learning, with research consistently showing these factors to be strong correlators of student achievement. Pleasingly, Teralba teachers surveyed in line with the results from NSW Govt norms, with the highest attribution being that we are an inclusive school.

The parent survey is based on Joyce Epstein's framework for fostering positive relations between the school and the community. The survey results indicated that parents feel that our school is more inclusive than the NSW Govt norms. An area identified for improvement was in the 'parents are informed' responses. Steps have been put into place as part of the new 2018–2020 Strategic Plan to combat this lack of satisfaction.

## Policy requirements

### Aboriginal education

Teralba Public School efficiently embed Aboriginal Education across the whole curriculum, not only teaching traditional and contemporary Aboriginal culture but also empowering Aboriginal students to reach their full potential, ultimately 'Closing the Gap' in education. An Aboriginal School Learning Support Officer (SLSO) was employed to support the needs of Aboriginal and non Aboriginal students

All staff engaged in meetings to discuss Personalised Learning Pathways (PLPs) with parents of students who identify as Aboriginal to support their learning needs.

### Multicultural and anti-racism education

Teralba Public School embraces an attitude that allows for multi-cultural education to be taught across the school. All classes engaged in a variety of lessons that focused on 'harmony' and understanding of people who may have different beliefs or come from different backgrounds. During term 4, we received NAP funding for students with non-English speaking background who enrolled at Teralba Public School and used this funding to support their development of the English language.

Teralba Public School has a dedicated ARCO officer, who regularly discusses different aspects of respect in staff meetings and with the school.