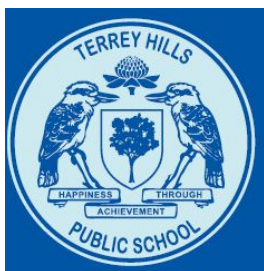


Terrey Hills Public School

Annual Report



2017



3190

Introduction

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

Gai MacLennan

Principal

School contact details

Terrey Hills Public School

Cooyong Rd

Terrey Hills, 2084

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

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

9450 1612

School background

School vision statement

The Terrey Hills Public School Community expects a school where students love learning and are supported in a safe, caring, respectful and professional environment.

Our students should be encouraged to achieve personal goals while becoming resilient, compassionate, informed and ethical members of the wider community.

School context

Terrey Hills Public School is a small friendly community school on huge grounds of over 4.2 hectares. The residential area is largely surrounded by national parks and acreage, making the school feel like a country school in the city. With council bans on real estate development for the area, the enrolments at the school have been fairly stable over the last decade. Much of Terrey Hills is zoned for rural purposes. Most students can walk or ride to school.

In 2017, students from language backgrounds other than English make up 18% of the school population.

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 area of Learning the school's overall scores show that it is ranked at sustaining and growing. In the assessment area it was identified that the school could be proactive by looking for a solution to wanting to share progress with parents as partners rather than clients. It was agreed that the school look into SeeSaw, based on an app for teachers and parents to view learning journals and items of achievement. This will be trialed in term 1, 2018 .

In Teaching, the overall score was sustaining and growing. Staff collaboration to ensure that stages are working together to achieve syllabus milestones is evident in teaching programs. Professional Learning is highly valued and is related to the professional standards for teachers at the proficient level.

In Leading, the overall score was sustaining and growing. The facilities are well-used by the community and other groups. Spaces are used by speech and occupational therapists, music tutors, community groups such as Warringah Brass Band and local sporting teams. Technology is being continually upgraded with expanding possibilities for students in particular. Teaching staff and the administration team make a concerted effort to make communication paths as smooth as possible. Financial management is sound, with executive and administration staff working together to ensure systems are efficient.

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

Engaged Successful Students

Purpose

Through consistently high expectations and a wide range of opportunities, students will develop ownership of their learning to be creative, innovative and resourceful problem-solvers, actively involved in the learning process in an engaging, respectful environment.

Overall summary of progress

With guidance and support from teachers, goal-setting is used by all students in Terrey Hills PS. Goals are reviewed each term and made visible to students with criteria for success clearly displayed. Each student is given verbal feedback on their semester report and parents are encouraged to discuss reports with students.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| Student Growth in NAPLAN Writing is at or above expected growth for all students All students achieve at least recommended cluster level in PLN. Increase the percentage of students in the top two bands in Literacy and Numeracy in NAPLAN | L3 implementation and training cost about \$14000 including materials. SLSO funds were expended for them to work with students with low level disability needs | L3 was introduced in Early Stage 1 classes. While the levels achieved by students were as good or better than with previous programs, the most outstanding improvements were in comprehension levels. Most students reached the expected level in PLAN. Year 5 NAPLAN showed improvements on average. Since the school was concentrating on spelling and writing, it was disappointing that the writing task was a different genre to the previous year so ACARA were unable to provide direct comparative information to schools. We were able to show that spelling results overall improved, with some students showing 40% improvement from initial testing. |

Next Steps

With staff changes, the school needs to have processes in place to get the new staff up to speed and on board with the direction the school is taking with visible learning. Allocation of Professional Learning Funds should be set aside for this purpose.

The L3 program will be expanded into Stage 1

Strategic Direction 2

Quality Professional Practice

Purpose

As enthusiastic leaders of learning, teachers will continue to build their professional knowledge and understanding of pedagogy, planning collaboratively, demonstrating evidence-based practice and providing quality learning programs for students that are purposeful, effective, engaging and differentiated for students' needs.

Overall summary of progress

THPS has led whole school quality teaching programs on spelling and working mathematically. Quality teaching rounds have supported teachers to reflect and improve differentiation within the classroom and improve student learning across the school.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| All staff have a Professional Learning Plan, aligned to the DEC Performance and Development Framework. | Some Professional learning funds of \$1000 were expended to provide time for the teachers and supervisors to meet. | All staff have a plan which suits their professional learning needs in line mostly with the school's priorities. |
| Staff have an understanding of the accreditation process and submit evidence for their successful accreditation to BOSTES. | Early career teachers in the school attended courses by the JPC and the Warringah Community of Schools. The casual relief for these days was \$3500 and the course costs were free. | Four Early career teachers completed their accreditation to be at Maintenance Level. One teacher completed the updated Maintenance Requirements. Executive staff have begun to explore and complete new Leadership Modules. |

Next Steps

In 2018, continued professional learning about presentation of evidence for Maintenance requirements by NESAs for all staff will be required. All teachers will be expected to log their professional learning online and face to face for maintenance of accreditation hours. All teachers will be accredited through NESAs.

Executive staff will continue classroom observations of beginning teachers and all teachers will be involved in school-based Quality Teaching Rounds to improve practice. Three teachers will be funded to step up their understanding of QT through study with colleagues at Newcastle University alongside some colleagues from the Warringah Community of Schools.

Strategic Direction 3

Responsible Citizens

Purpose

Our students will be encouraged to achieve personal goals while becoming resilient, compassionate, informed and ethical members of the wider community.

Overall summary of progress

The Assistant Principals have attended a number of courses designed to help them implement new programs using their skills for wellbeing projects. The counselling courses were well rated; the emotional wellbeing and resilience course has had a number of improvements implemented and planned to be implemented over the next three years. Staff attended sessions about managing and developing good relationships with students, and especially how to support students with high emotional needs.

Student leadership was addressed with students and parents who had some difficulty at the beginning of the year distinguishing a "job" from developing life long leadership skills. A new Leadership policy was written, addressing student capability and expectations for each role.

All students in K–6 attended Sport in Schools led sessions on building teams and co-operative tasks, communicating effectively and listening actively.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| Decreased percentage of students with Office Behaviour Referrals Attendance rates across the grades are consistent Students are working with community groups. | Release for exec to develop plans with regional specialist staff and within the school. \$3000 Annual App costs to the school \$770 Extra training days for SAM and SAO to learn EBS4 and Wellbeing Programs. SASS relief \$1000 | Office referrals were reduced through more proactive planning. Students were offered alternative programs and things to do at times which seemed to be problem times for them. The use of "nudge letters" has helped with improving attendance for students with frequent absences. Parents still continue to take holidays during school time, especially for overseas. Year 6 absences in 2017 were much higher than for the rest of the school. While the school app has enabled parents to easily send in notes to the office and teachers for student absences, the DEC's introduction of EBS4 for electronic roll marking has reduced the ability of teachers to see patterns of absences for their students. |

Next Steps

The school is planning to develop a school-based program called Choose Kind. We will maintain Wellbeing Week each term for 2018. With one of the emphases to be on Wellbeing in the next School Plan, physical health and mental health will be a focus. The Got It Program for selected K–2 students and their parents will begin in term 2 of 2018.

With a focus on wellbeing, the school will develop a new scope and sequence of units to teach cyber-safety.

There will be more professional development for teachers for developing and improving fundamental movement skills as we begin the iPlay modules in 2018.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|------------------------|--|
| Low level adjustment for disability | \$51 686 | Employment of an SLSO for 4 hours each day enabled students with anxiety and mental health needs to get better settled in their classes. The SLSO worked across the school, supporting students with special needs and implementing programs developed by teachers and the Learning Support Teacher with individuals and groups of students. |
| Quality Teaching, Successful Students (QTSS) | \$17 064 | We were able to fund peer observations and professional discussion sessions for all teachers. Training courses for executive to support younger teachers were highly valued and release time for executive to work with staff as needed to support school programs led to trusting relationships to further observe and improve our teaching practices. |
| Socio-economic background | \$6 165 | Student and family support provided several families in need with opportunities for those students to participate fully in all programs except for extra-curricular programs. |
| Targeted student support for refugees and new arrivals | 0.2 funding for Term 1 | Terrey Hills PS does not have any LBOTE staffing allocation, so the employment of a teacher for a new arrival during term 1 allowed us to make the most of having expertise in the school. The teacher was able to help staff place students more accurately with the ESL scales and to help us complete several surveys. The students were able to receive more targeted teaching in English as a second language and their understanding of English grammar and their written work reflected this improvement. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 122 | 121 | 122 | 132 |
| Girls | 99 | 104 | 112 | 117 |

The enrolments at Terrey Hills have been fairly constant. Parents are generally happy with the school and the area is not experiencing major developments because of council zoning unlike other nearby areas ..

Enrolments increased at the beginning of 2017, reaching above 250. However at the end of the 2017 year there were more than the usual numbers of students leaving, largely due to economic circumstances where families were moving interstate, intrastate and overseas. 2018 will see the school year commence with around 245, which has been an average number of students for the previous year.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 96.1 | 98 | 97.1 | 96.2 |
| 1 | 96.5 | 94.3 | 94.7 | 95.7 |
| 2 | 96.8 | 94.6 | 95.6 | 97.1 |
| 3 | 97.2 | 96.5 | 94.9 | 95.9 |
| 4 | 98.1 | 95 | 96.4 | 96 |
| 5 | 95.2 | 96 | 94.3 | 95.7 |
| 6 | 95.9 | 94.4 | 96.1 | 93.8 |
| All Years | 96.6 | 95.6 | 95.5 | 95.8 |
| 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

Class Rolls are marked daily. Parents are required to

provide written reason why students are not at school. Most parents choose to use the app which notifies the school by email– providing individual notes for each child. Students with many absences are monitored by the principal. These families will get a phone call or official letter. Some families receive information in the form of a nudge letter, providing absences as a percentage of the term/ year which helps parents put the absences into perspective.

The Home School Liaison officer reviews the school's attendance several times each year.

Great attendance is rewarded at the Presentation Assembly. Attendance reminders and information is provided in the newsletter from time to time.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 3 |
| Head Teacher(s) | 1 |
| Classroom Teacher(s) | 8.99 |
| Teacher of Reading Recovery | 0.32 |
| Learning & Support Teacher(s) | 0.4 |
| Teacher Librarian | 0.6 |
| Teacher of ESL | 0 |
| School Counsellor | 1 |
| School Administration & Support Staff | 2.42 |
| Other Positions | 0 |

*Full Time Equivalent

There are no staff members of Aboriginal background in the school.

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 | 28.5 |

Professional learning and teacher accreditation

During 2017, four teachers were supported to complete accreditation. Teachers were advised that from 2018 **all teachers** would need to be accredited through NESAs. Staff professional learning on the accreditation process was undertaken and published materials about this were distributed.

Professional learning funds were used for teachers to attend maths problem-solving, spelling, L3 training, counselling and wellbeing and PE courses. In-school quality teaching observations of mathematics lessons were funded with PL funds.

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 | 142,867 |
| Revenue | 2,559,511 |
| Appropriation | 2,264,763 |
| Sale of Goods and Services | 2,720 |
| Grants and Contributions | 285,218 |
| Gain and Loss | 0 |
| Other Revenue | 4,468 |
| Investment Income | 2,341 |
| Expenses | -2,233,869 |
| Recurrent Expenses | -2,233,869 |
| Employee Related | -1,928,501 |
| Operating Expenses | -305,368 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 325,641 |
| Balance Carried Forward | 468,508 |

The school was able to employ an additional teacher in the senior school to facilitate the Stage 3 program. There was an allocation on the school's statement for two regional positions— Head Teacher and Assistant Principal— of just over \$250 000 which was not for use at this school. The money was reallocated to the correct division after the publication of the financial

statement.

Sick leave during 2017 was at high levels with the district succumbing to the flu epidemic, and teachers being sick for well over a week each time.

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 | 1,744,702 |
| Base Per Capita | 35,761 |
| Base Location | 0 |
| Other Base | 1,708,941 |
| Equity Total | 66,892 |
| Equity Aboriginal | 0 |
| Equity Socio economic | 6,165 |
| Equity Language | 9,041 |
| Equity Disability | 51,686 |
| Targeted Total | 0 |
| Other Total | 419,187 |
| Grand Total | 2,230,781 |

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

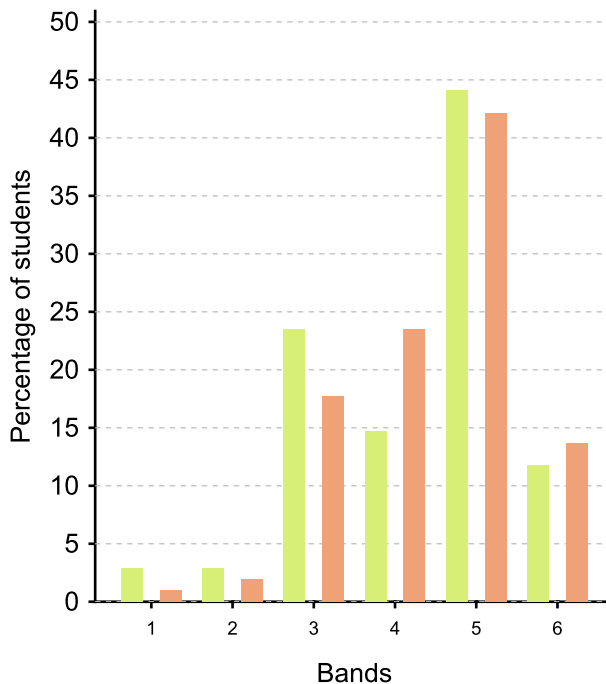
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Year 3 achievement bands range from Band 1— Band 6. In Year 5 the possible range is from Band 1 to Band 8.

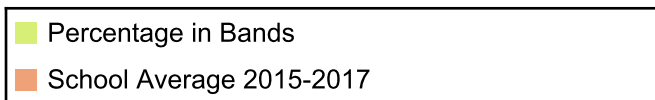
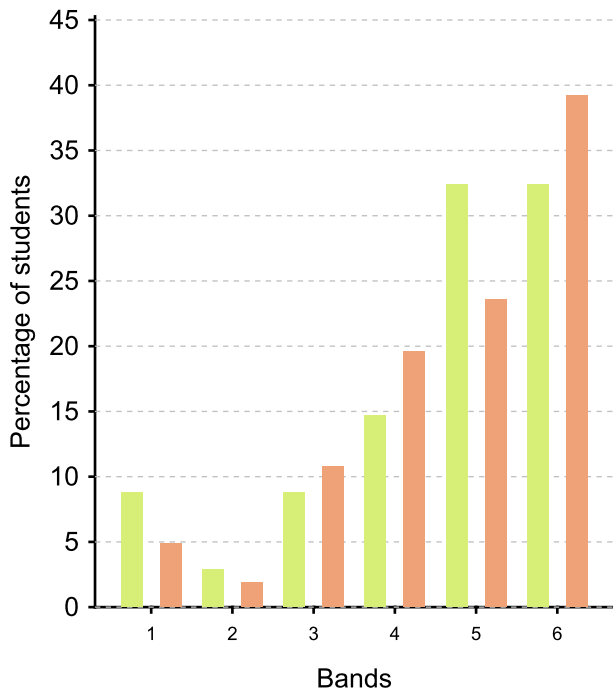
In 2016–17 the school focus was on literacy (writing and spelling aspects) and on Mathematics – problem-solving. The results reflect consistent results in Year 3, writing and grammar with 55% achieving in

and 6 in Writing. Year 5 showed growth with close to 70% of students in the top three bands in writing and 80% in Grammar and Punctuation.

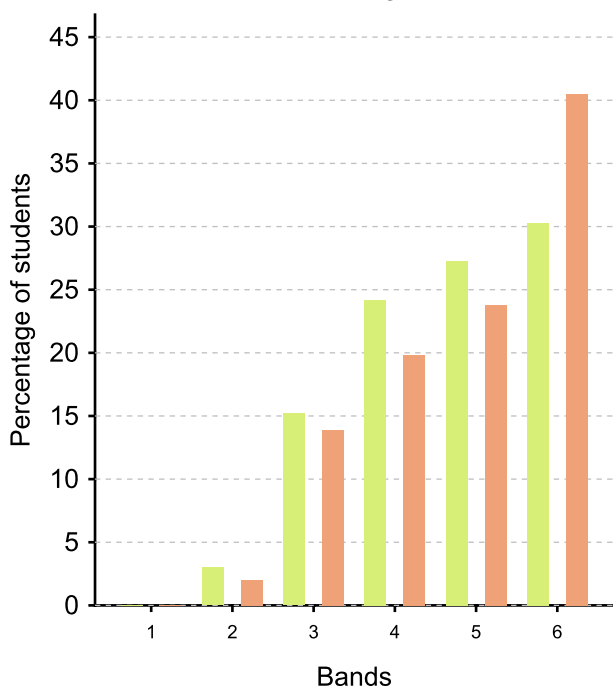
Percentage in bands:
Year 3 Writing



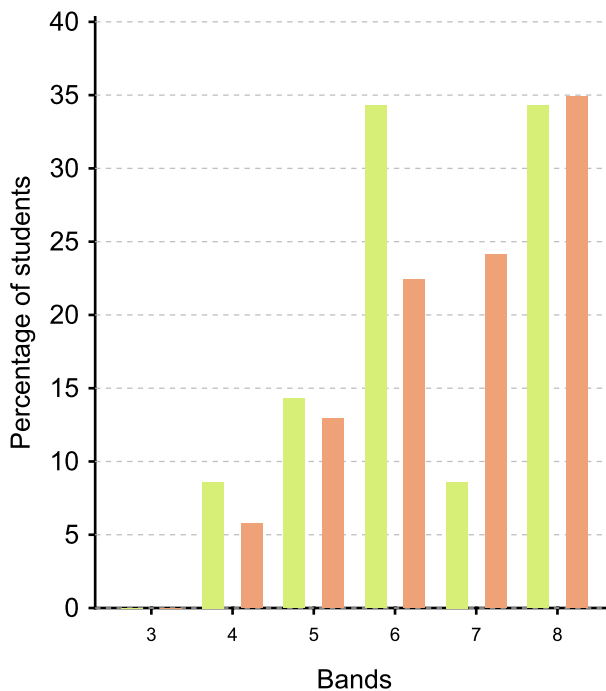
Percentage in bands:
Year 3 Grammar & Punctuation



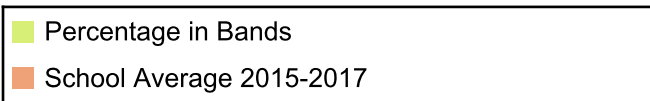
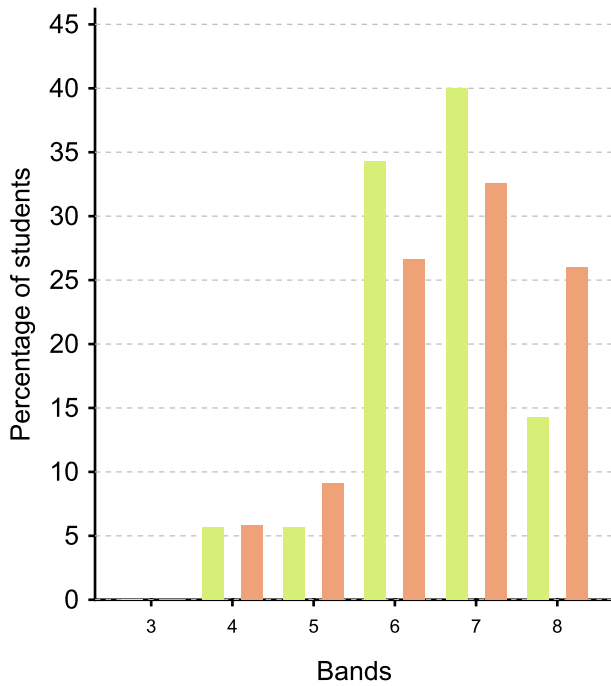
Percentage in bands:
Year 3 Reading



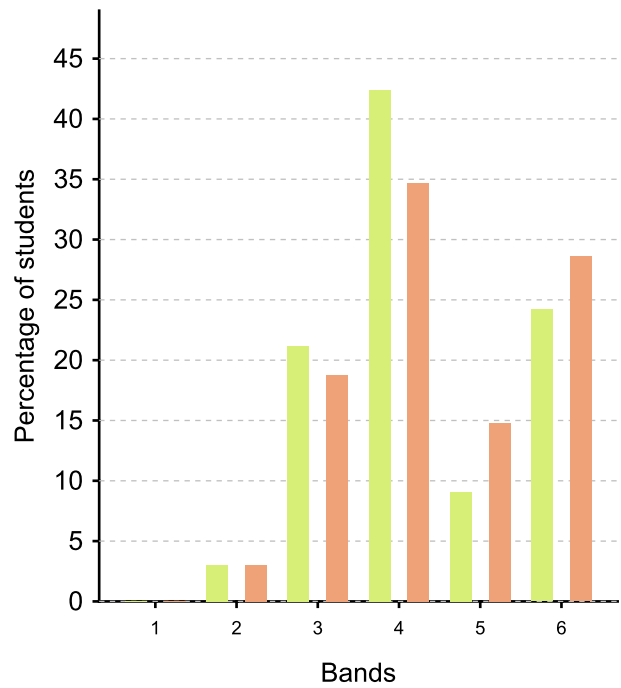
Percentage in bands:
Year 5 Grammar & Punctuation



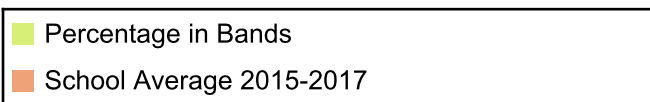
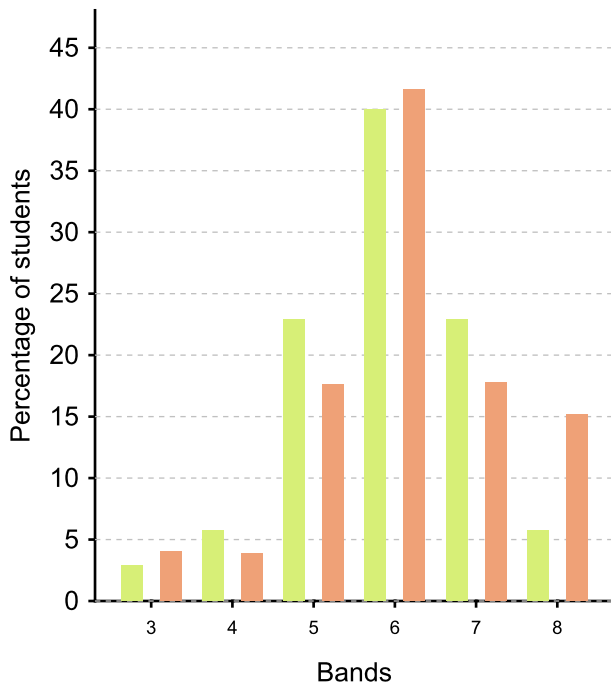
Percentage in bands:
Year 5 Reading



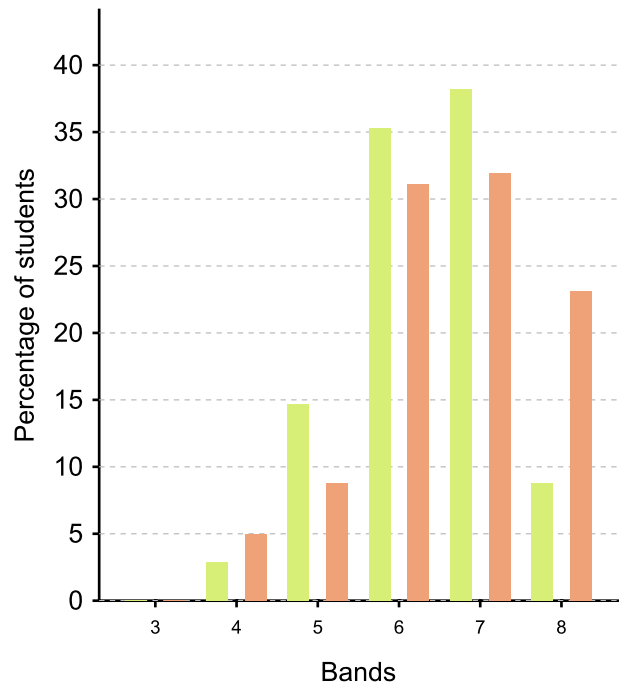
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Year 5's focus on complex problem-solving strategies in Numeracy, contributed to a growth of 10% in bands 6 and 7.

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.

There are currently no students who identify as Aboriginal or Torres Strait Islanders so we cannot report on results related to this area.

Parent/caregiver, student, teacher satisfaction

The school participated in the Tell Them From Survey for students, staff and parents. Data gathered showed similar results to the previous year. Homework again was a polarising view with many parents of younger grades preferring no homework while others wanted more! Teachers are willing to make changes to suit family needs where necessary. The staff preferred to see the students being active and spending quality time in conversation with their parents, leaving their screens aside for a time.

Additionally the School Council held forums seeking information about the visible learning initiatives, wellbeing programs and assessment and reporting procedures in the school. Parents who attended were very supportive of the school's programs. There was a majority view that the older students could be encouraged to wear broad brimmed hats.

Policy requirements

Aboriginal education

The Warringah Community of Schools established a team of teachers to support Aboriginal Students throughout the community, including offers of excursions led by DEC Aboriginal Education Officers and accompanied by teacher volunteers from the Community of Schools. This year there were no students from ATSI backgrounds at Terrey Hills.

The Community of Schools Leadership Camp provided the opportunity for student leaders to review the Acknowledgement of Country used at our assemblies. Students returned with a carefully considered acknowledgement which has been used for the K–6 assembly each week.

Multicultural and anti-racism education

All students from K–6 participated in the Italian Language Program during 2017. Students learned about the culture as well as learning some language structures in written and spoken form.. There is an emphasis on developing good aural skills. Older students also participated in Italian cooking lessons with Chef Luka. During a forum of parents held in Term 4, it was agreed that the Italian Program should continue in future years.

Students are encouraged to enter the Multicultural Speaking Competition each year.

The school's anti-racism officer is trained to counsel

students who may need support.

Other school programs

Library

In 2017, 20 235 items were borrowed from the collection. This was a 45% increase since 2014 when borrowing was at 14 000 items. This represents a very large volume of borrowing for a 3 day a week library in a school of almost 250 students. Promotion of the Premiers Reading Challenge contributed to the level of borrowing and resulted in 100% of students completing the challenge this year. The loss rate is only 0.22% with 39 books listed as lost. The first stocktake using the Oliver system was undertaken in 2017. Laptops were able to be used at the shelves for the first time which was much more efficient than previously.

Arts

This year 162 students from Years 1 to 6 participated in our extra-curricular Music Program at Terrey Hills Public School. The strength of the music program is evidenced by our wide range of activities, musical ensembles and instruments played. From strings to wind instruments to percussion at Terrey Hills Public School we play 18 different instruments in our bands and orchestras. Some of our Music highlights this year include some of our musicians travelling to Port Macquarie to play at the Big Band Jazz Festival and our choir again winning first place at the Northern Beaches Eisteddfod.

Our dance ensemble groups represented the school at the Sydney North Dance Festival and the Dance Life Eisteddfod at the University of NSW. The debating teams had a successful year participating in the Premiers Debating Challenge with the Terrey Hills Thunder team winning the zone competition. Our Public Speaking students again maintained a very high standard with places in several competitions. The Warringah Community of Schools initiated its own competition between the schools and proved very popular with all school communities. Our Year 6 entrant won the competition and a Stage 2 student gained a second place.

Robotics

In Term 3 a group of keen Year 5 and 6 students signed up for the 2017 First Lego League Competition (FLL). This international competition is run by FIRST Australia focuses on three main areas; robot design, building and programming, research and core values.

The club started by looking into robots, discussed wheels, investigated engineering principals like torque, friction and resolution and launched into designing their very own autonomous Lego robot using the Mindstorms EV3 unit. They learned

how to code using the Lego software and before too long the students were making moving attachments that could complete missions based around the 2017 theme "Hydro Dynamics".

At the same time our THPS Lego and Robotics team (Terrey Bytes) looked into Hydro Dynamics. They researched a real-life problem based on Water. Our team investigated the issue of people flushing baby and so called flushable wipes down our toilets. They discovered that our main culprits were men aged 15–44 and it cost Sydney residents over 8 million dollars each year to remove lumps of wipes from our pipes. The team came up with a clever ad campaign to educate people about this costly problem.

The final part of this competition saw our team investigate Core Values like team work, the importance of mentoring others and gracious professionalism. The team looked at how they worked together and how they could apply these principals into everyday life.

In late November Terrey Hills Terrey Bytes competed in the FLL Regional Finals at Narrabeen Sports High School against 22 other teams from all across Sydney. The finals included a couple of primary school teams and lots of high school teams. To our wonderful surprise our team received first place in Robot Innovation and Strategy and received an awesome Lego cup. They were rated overall in the top 3 teams of the day and were given an invitation to represent our region at the FLL National Championships at Macquarie University along side 67 other teams from all across Australia (the top 10% of teams that entered the 2017 competition.)

Our Terrey Bytes were inspired by other teams and represented our school at such a high level. They were very proud of their robot "Evie" who completed all of their programmed missions perfectly and their robot ranked 15 out of 68 national teams. The team presented their research project and competed in a core values team work challenge. At the end of the weekend we were nominated for 3 awards for Innovation, Research Presentation and Gracious Professionalism.

The competition celebrated the amazing amount of learning that our young Terrey Hills PS engineers had managed to learn in such a short time. As the director of the FLL competition summed up at the end of the closing ceremony at the National Competition; it is so important for our kids to learn and participate in activities that teach them the principals of problem solving, innovation, team work and perseverance. Kids need these life skills along with an ability to be very tech savvy as these are the qualities that future employers and companies will be looking for in the next generation.