

Toronto Public School Annual Report



2017



3247

Introduction

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

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School background

School vision statement

We believe all students can be successful.

At Toronto Public School –

- All students develop skills to be literate, numerate, creative and resilient community members.
- All staff members provide quality educational opportunities in a safe, supportive and engaging learning environment.
- Our community values and promotes inclusivity, success and high expectations.

School context

In 2017 Toronto Public School (TPS) had an enrolment of 165 students including 35 (19.5%) aboriginal students. Our students were distributed across seven mainstream classes and two Special Education classes. Our school FOEI was 149. Our school vision statement is 'We believe all students can be successful', to enable this, considerable emphasis was placed on improving literacy and numeracy outcomes for all students.

In 2015 TPS financed a Leader of Learning through Equity RAM to lead pedagogical change in the school. This led to the implementation of EDI pedagogy K–6 and network opportunities with Newcastle based EDI schools. In 2017 our Leader of Learning continued in this role two days per week (Years 3–6) and fulfilled the role of Instructional Leader (K–2), through Early Action for Success three days per week. In addition to this support, RAM equity was also used to employ School Learning and Support Officers to support student learning and engagement in all classrooms. Equity funding was also used to implement a 'Bump It Up' strategy to meet the Premier's targets. The need for this intensive focus on literacy and numeracy improvement is evidenced by our NAPLAN performance in recent years.

The 2017 school year began with a measure of uncertainty as Mrs Van Egmond had taken on a new position. A Relieving Principal was appointed and continued in this position for all of the first semester. During this time several new staff members were appointed. TPS is a school with significant complexity, the need for new staff to learn school policies, procedures, systems and practices impacted on the effectiveness of their implementation. The employment of a substantive Principal at the beginning of Term 3 provided opportunities to engage with staff, students and the community to systematically evaluate current practices and their effectiveness in preparation for the 2018–2020 School Plan.

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 Learning domain, the emphasis for 2017 was on curriculum delivery. Timetables were evaluated to ensure the school met the requirements of the DoE and NSW Education Standards Authority to provide equitable learning opportunities for all students in all key learning areas. Teachers engaged with our consultant John Fleming to further develop their delivery of evidenced based pedagogy. Targeting Early Numeracy, Powerful Learning and Accountable Teaching and PLAN were utilised by all mainstream classes to track and report on student progress. An interventionist teacher was employed to implement 'Bump It Up' strategies to deliver on the Premier's Targets. Our Instructional Leader employed through the Early Action for Success initiative provided additional support for K–2 teachers to identify and meet the needs of all students in literacy and numeracy. 84% of our Kinder students and 87% of our Year One students achieved at or above expected EAFS targets in Literacy and Numeracy. Our challenge in the 2018–2020 School Plan will be to maintain this improvement trajectory so this achievement is reflected in Year 3 NAPLAN performance. During 2017, seven SLSOs were employed across the school to assist with the delivery of differentiated learning and to provide individualised support to the students who needed it most.

In the Teaching domain, emphasis was placed on working collaboratively to deliver evidenced based practice and programs in literacy and numeracy. Staff were supported to implement effective assessment, tracking and recording processes. Teachers engaged in professional learning to build their skills in analysis, interpretation and use of student progress and achievement data. The school leadership team has comprehensively analysed student progress and achievement data for insights into student learning and the effectiveness of school programs. A writing handbook was developed to support consistent teacher judgement and the understanding of expectations in the English syllabus. All teachers demonstrate an understanding of the Australian Professional Standards and use them to measure themselves, reflect on their practice and plan and reflect on their own professional development.

The school leadership team changed significantly in 2017. A Relieving Principal was appointed for the first semester and was supported by two Relieving Assistant Principals. The appointment of a new Principal was delayed until the beginning of Term 3, and with some uncertainty regarding the future direction of the school, our progress in the Leadership domain stalled. During the second part of the year, the emphasis was placed on School Planning, Implementation and Reporting. Staff, students, parents and community were welcomed and engaged in the development of our 2018–2020 School plan to ensure that it aligned with student and system priorities and was responsive to emerging needs. Evaluation, reorganisation and management of school resources was also a high priority to ensure that staff, facilities and finances were effectively managed to deliver school targets and strategic directions.

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

Powerful Learning Accountable Teaching

Purpose

Every student in our care achieves success through engagement in meaningful and future focused learning experiences. Workforce capacity is developed through focussed, personalised, evidence based and engaging professional learning.

Overall summary of progress

EDI pedagogy is implemented in all classrooms but with varying degrees of effectiveness. Internal and external data indicates that students are not transferring their learning across subjects and tasks. The EAFS initiative resulted in 84% of Kindergarten, 87% of Year One students and 71% of Year 2 students meeting or exceeding expected targets. Internal data indicates that the 'Bump It Up' initiative has delivered pleasing gains in comprehension. Year 5 NAPLAN reading results show 55.6% of students have greater than expected growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Class averages show improvement across K–6 in Writing (Exciting Sentences and PLAT Writing), Reading and Comprehension (PM levels K–2, Fountas and Pinnell 3–6) and Numeracy (aspect 2 K–2 and aspects 2 and 4 for students 3–6) as evidenced in data collection (PLAN, PLAT).	PL \$38,000 Leader of Learning \$60,000 QTSS \$15,541 Beginning Teacher \$10,700	Staff Surveys indicates that 100% of staff tracked student improvement via PLAN and PLAT. Effective systems were implemented to evaluate data and personalise learning for students. This is evidenced by :Class programs, Staff PDPs and student assessment data showing improved learning outcomes for every 5 week cycle.
Students with PLSPs achieve goals as outlined.	Pondee Release \$30,000 SLSO support \$354,000 LAST \$100,000	All students with additional social, emotional and academic needs were supported in 2017. Most students achieved some of the goals set in their Personalised Support Plans with 25% achieving all of their goals. All Aboriginal Students and their families were supported to develop meaningful PLPs.
All students achieve 12 months growth or more in Spelling Mastery.		Spelling Mastery did not deliver the same results as in previous years as it was not implemented until Semester 2. 29% of students made more than 12 months growth and 6% who made more than 2 years growth in this 6 month period. 63.2% of our Year 5 students had greater than expected growth in NAPLAN.

Next Steps

To carefully analyse the collection of data and the purpose of the collection. The emphasis needs to be not on the collation of data but to develop deeper understanding of what the data is telling us and the use of data to drive student improvement. By embedding the analysis of data into the teaching and learning cycle, classroom teachers will be more responsive to student needs.

Reduce the disparity between internal school data and external data by developing a deeper understanding of syllabus documents.

Review processes for the implementation of Spelling Mastery. The timetabling and organisation of Spelling Mastery groups hindered effective delivery.

Develop systems to support the ongoing implementation and evaluation of individual student plans through Stage meetings. In 2018, all students will set personal learning goals and will be supported to achieve them.

Our students need to be engaged through effective wellbeing programs. There needs to be greater support to students so that they are ready to learn in the classrooms.

All staff need PL in PBL to develop consistent expectations for behaviour in all settings to ensure that all children have the opportunity to learn in a safe, respectful environment.

Strategic Direction 2

Quality Systems and Practices

Purpose

Enable all staff to demonstrate systems leadership and innovation within a culture of organisational improvement through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.

Overall summary of progress

During 2017 policies and procedures were revised for student attendance, induction of casual teachers and new staff, implementation of the Child Protection policy, implementation of NDIS and external service providers within the school, and PDP implementation for all staff. A thorough Teaching and Learning Handbook was developed outlining all expectations for classroom teachers and teaching programs. Intervention programs and procedures were developed for Learning and Support Officers and a Administration Handbook was developed for SASS staff. The PDP process effectively supported all staff to achieve their goals. Staff engaged in evidenced based evaluation of our school performance referenced against the School Excellence Framework. The Student School Leadership strategy was developed for implementation in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School Excellence Framework – Elements within the School Excellence Framework that have been identified through self –assessment as “delivering” improve at least one level to “sustaining and growing” by 2017.	Refer to PL budget and Leader of Learning expenditure	The most notable gains have been achieved in the Learning and Teaching domains. A strong focus has been placed on Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Curriculum and Learning, Assessment and Reporting.
WHS – Systems are aligned and compliant as per audit guidelines.	WHS Consultant \$5000	Our 2017 audit revealed all aspects of WHS met mandatory requirements. The school has effective systems and processes to ensure a safe environment for all.
Improvement in school wide systems and practices is evident (PBL SET, Staff and parent surveys).		All staff are trained in PBL. The PBL team meets regularly and data review informs the lesson focus each week. The school has responded to community input regarding more timely and effective communication.
Overall student attendance demonstrates improvement from 2015 – 2016		Our school attendance rate for 2017 was 90%. The attendance data for staff was 92%.

Next Steps

Greater focus on Student Wellbeing and Learning Culture elements of the School Excellence Framework.

Increased focus on engaging with all staff, students and community to build leadership capacity.

PL for teachers to build capacity for the provision of effective feedback.

Revision of PBL practices and processes. PL for staff to ensure consistency of implementation. Change PBL focus to Tier One students and develop greater proactive strategies rather than reactive.

Implement wellbeing programs to encourage improved attendance.

Embed the wording and content of the SEF v2 into our 2018–2020 school Plan to ensure whole school improvement is

at the forefront of what we do.

Strategic Direction 3

Community Connections

Purpose

Strong community partnerships are formed to ensure consistent, innovative educational delivery and the involvement of community members and families in the life of our school in ways that reflect their interest, skill and capacity.

Overall summary of progress

The establishment of a Wellbeing Action Team in 2017 did not eventuate. Feedback from the community has informed the wellbeing initiatives in the 2018–2020 School Plan. The school made strong progress developing communication strategies that met the needs of the school community. Transition programs to and from Toronto Public School effectively supported students and their families. Our Pondee Program continued to support our Aboriginal students and effective partnerships between their families and the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Community satisfaction with communication strategies from TPS (Survey)	Community engagement \$6000	Community input led to the formation of a Communication Policy (Draft) and more timely and effective communication through newsletters, social media, the school website and electronic means.
Social and emotional wellbeing program successfully identified and implemented (Survey staff, students, Community)	Tadpoles and Kinder transition program \$3000 PBL implementation \$2000	Social, emotional and wellbeing programs were delivered at class level. Whole school programs were created based on PBL. Weekly foci and updates were delivered to the community through newsletters, assemblies and electronic signage. 100% of students attending Tadpoles transition programs enrolled at TPS.
100% of support plans are documented, reviewed and evaluated as outlined in procedures.	Refer to SLSO support and Pondee Program	Personalised plans were implemented, reviewed and evaluated for all students requiring support. TPS Introduced MGoals and information sessions for Aboriginal and Torres Strait Islander students and their families. Strong programs supported the transition of vulnerable students to and from TPS.

Next Steps

Continue to be responsive to community input and provide a variety of opportunities for the community to engage with the school.

Continue to encourage, reach out and engage parents and community to create effective partnerships to support student learning.

Implement a whole school wellbeing program to build confidence, self regulation, and sense of self worth for all students.

Encourage parents and community to share their voice to shape the future directions of the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$41,692	Aboriginal student results reflect the total school population. The Pondee program has enriched understanding of Aboriginal culture and history for both Aboriginal and non Aboriginal students. Strong family partnership in the PLP process for our Aboriginal students. Excellent community liaison and support for Aboriginal families.
English language proficiency	\$1,670	Intensive literacy support was provided for two students.
Low level adjustment for disability	\$100,253	Our LAST provided intensive support K–2 for children requiring tier 2 intervention in literacy and numeracy. This is evidenced by our EAfS data. Additional time was also provided for the LAST to assist classroom teachers with the creation of individualised plans, accessing DoE resources and external agency support.
Quality Teaching, Successful Students (QTSS)	\$15,541	100% of staff were supported to achieve their PDP goals. All staff indicate planning days and in class support have built their capacity to deliver evidenced based programs and lessons to meet the needs of all students. PDP framework procedures have been evaluated and refined for 2018.
Socio–economic background	\$233,975	The engagement of Learning and Support Officers in all classrooms enabled the implementation of personalised learning and increased support for teachers working with students with complex needs. A Leader of Learning was employed 2 days per week to deliver Professional Learning to staff through planning days, lesson observations and team teaching opportunities.
Support for beginning teachers	\$10,788	Three teachers achieved accreditation at proficient level with NESA. A fourth member of staff has received mentoring and coaching and will apply for accreditation in 2018.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	110	103	93	81
Girls	95	92	83	82

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.4	92	94.9	91.2
1	91.7	90.4	94.5	94.9
2	95.5	92.5	94.8	93.8
3	95.9	92.6	92.6	90.6
4	93.4	92.5	94.6	91.1
5	93.8	91.5	90.8	93.1
6	92.4	94	94.7	90.5
All Years	93.5	92.2	93.8	92.1
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

Toronto Public School works in partnership with parents and carers to encourage regular attendance for all students. We provide a caring teaching and learning environment that addresses the learning and support needs of all students. Through positive relationships, we foster student wellbeing and a sense of belonging in our community. We closely monitor student attendance and comply with the attendance procedures as defined in the Student Attendance in Government Schools Policy.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	7.17
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	3.42
Other Positions	0

*Full Time Equivalent

Toronto Public School has two Aboriginal members of staff who work closely with our community to encourage participation and engagement in our 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	92
Postgraduate degree	8

Professional learning and teacher accreditation

We believe the greatest resource we have within our school is our staff. Our 2015–2017 School Plan placed strong emphasis on building the capacity of all staff through ongoing participation in workplace learning. All staff were supported to develop their skills, knowledge and understanding through professional discourse, interaction, collaboration, collegial practice, reflection and analysis. All Professional Learning activities were evaluated to ensure continued focus on achieving personal growth and improved learning outcomes for our students.

Four staff received intensive support to meet the demands of accreditation. Three staff members were accredited as Proficient in 2017 and the fourth will submit his accreditation early in 2018.

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	355,845
Revenue	2,542,519
Appropriation	2,468,895
Sale of Goods and Services	7,012
Grants and Contributions	64,249
Gain and Loss	0
Other Revenue	0
Investment Income	2,363
Expenses	-2,683,963
Recurrent Expenses	-2,683,963
Employee Related	-2,422,186
Operating Expenses	-261,778
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-141,444
Balance Carried Forward	214,401

The balance carried forward figure of \$214,401 is not a true reflection of our available funds due to overspending of RAM equity funding (-\$117,501) and Professional Learning funds (-\$8984). Our opening balance for 2018 is \$33,002.

- All Toronto Public School financial management processes and governance structures meet financial policy requirements as evidenced by our 2017 audit.
- In 2017 TPS spent \$140,000 in addition to funds provided by the government for the 2017 school year. These funds were allocated to employing additional SLSO staff to support student needs in every classroom.
- The additional money spent for Professional Learning was intentional, however it was assumed that the consumption rule would apply rather than this money appear as a deficit.

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	1,243,403
Base Per Capita	28,212
Base Location	0
Other Base	1,215,191
Equity Total	377,590
Equity Aboriginal	41,692
Equity Socio economic	233,975
Equity Language	1,670
Equity Disability	100,253
Targeted Total	384,945
Other Total	278,143
Grand Total	2,284,081

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.

2017 NAPLAN data doesn't show significant improvement from the previous two years. Our greatest success was in Spelling where our average growth for Year 5 is 103.2 and state average is 90.0. Analysis of student performance shows that students are not transferring their learning to new or different contexts. Our analysis of results has informed our Strategic Directions for the 2018–2020 School Plan.

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	8.0	20.0	28.0	24.0	12.0	8.0
School avg 2015-2017	13.3	16.8	23.2	22.0	17.5	7.3

Percentage in Bands:**Year 3 - Writing**

Band	1	2	3	4	5	6
Percentage of students	16.0	16.0	40.0	12.0	12.0	4.0
School avg 2015-2017	7.9	13.4	24.7	21.7	29.6	2.6

Percentage in Bands:**Year 3 - Spelling**

Band	1	2	3	4	5	6
Percentage of students	8.0	20.0	12.0	28.0	28.0	4.0
School avg 2015-2017	12.8	16.9	13.7	28.7	17.7	10.2

Percentage in Bands:**Year 3 - Grammar & Punctuation**

Band	1	2	3	4	5	6
Percentage of students	12.0	28.0	16.0	20.0	16.0	8.0
School avg 2015-2017	9.1	17.4	20.1	26.9	11.2	15.2

Percentage in Bands:**Year 5 - Reading**

Band	3	4	5	6	7	8
Percentage of students	15.0	25.0	30.0	25.0	5.0	0.0
School avg 2015-2017	11.4	28.3	26.2	25.2	9.0	0.0

Percentage in Bands:**Year 5 - Writing**

Band	3	4	5	6	7	8
Percentage of students	25.0	20.0	35.0	20.0	0.0	0.0
School avg 2015-2017	13.9	19.9	41.8	21.8	2.6	0.0

Percentage in Bands:**Year 5 - Spelling**

Band	3	4	5	6	7	8
Percentage of students	15.0	15.0	25.0	30.0	5.0	10.0
School avg 2015-2017	17.1	14.5	27.1	20.2	15.7	5.2

Percentage in Bands:**Year 5 - Grammar & Punctuation**

Band	3	4	5	6	7	8
Percentage of students	15.0	35.0	15.0	20.0	10.0	5.0
School avg 2015-2017	17.1	21.4	24.8	22.6	9.8	4.3

Our Numeracy performance continues to reflect the performance of Similar School Groups. Our Year 5 students performed slightly better than Year 3 students. The average growth for our Year 5 students (110.4) was above State (96.8) and Similar School Groups (98.7). Our Early Action for Success data shows the majority of our K–2 students meeting state expectations. This should contribute to stronger NAPLAN results 2018–2020 and beyond.

During 2017, Toronto Public School implemented a school based 'Bump it Up' program aimed to increase the number of children achieving in the top two bands of NAPLAN.

YEAR 5 READING COMPREHENSION GROWTH

Eleven students from Year Four were involved in a BUMP IT UP program designed to improve literal and inferential comprehension skills. The students were targeted in two groups, each group met three days per week for 30 minutes. Students who performed at a higher level on the Yr 5 Naplan Reading Comprehension 2017 pre-test improved by 15–18% on the post-test. Their scores ranged from 26–34/37. The second group of students improved by 8–11%, with scores ranging from 18–25/37.

Year 3 READING COMPREHENSION GROWTH

Ten students from Year 2 were involved in a Bump It Up program to improve literal and inferential comprehension skills. This program took place three days per week with a group of 5 students in each ½ hour session. The students' pre-test scores ranged from 8–21 out of 37. Post-test results showed growth with post test scores ranging from 14–28 out of 37. Overall the percentage of growth was 13.5%.

Year 3 NUMERACY

Our BIU Numeracy program targeted Year 2 students and the teaching of problem solving skills. A pre-test score was based on the 2017 NAPLAN paper. The scores ranged from 10–21 out of 36. The average score was 14/36. The program focused on explicit teaching of numeration and number, strategies for reading and solving mathematics word problems. Each session involved solving word problems and finding solutions to multiple-choice questions. This program needed to be more intensive to show significant growth. The average post test score was 17/36.

Parent/caregiver, student, teacher satisfaction

All primary students completed surveys relating to their relationships with their teachers, the teaching practices and support they receive in the classroom and the classroom environment. Survey results indicate that 90% of Stage 2 and 87% of Stage 3 students feel they have very positive relationships with their teachers.

61% of Stage 2 and 66% of Stage 3 students feel that the work they are doing in the classroom and the support they receive always meets their needs. An area of concern is that only 54% of Stage 2 students and 41% of Stage 3 students believe that classroom management procedures allow all children to learn. While there was some variation from one class to the next, this informed the decision to reboot and reinvestigate PBL procedures in 2018.

Feedback from the school community indicates that the vast majority of parents are very satisfied with the education, care and support their children receive at school. Parents believe that teaching caters for the needs of all students but a significant percentage of parents would like a more diverse curriculum and that students should be having more fun when they are learning. In response to this we have looked closely at our pedagogy and the changes we can make to achieve higher levels of engagement and to encourage a love of learning.

Community forums have identified the need to review our PBL rewards systems to recognise children who are consistently upholding school values as the perception is that all children are being rewarded for behaviour including children who disregard behaviour expectations. While this is not the case, it is the perception within the community. In 2018 we will revise our PBL systems and procedures as well as improve communication around revised systems.

Staff surveys elicited diverse responses. The surveys reflect that the changes in school leadership was quite disruptive to the school. 60% of teachers believed the PL contributed positively to their expertise and 40% believed that too much was covered and this reduced its impact as it wasn't embedded into classroom practice. General consensus was that the PDP process did not have strong systems of support embedded. 60% of staff felt the communication in the school was effective, while 40% felt it could have been stronger. In 2018 all PL and PDP goals will relate directly to the Strategic Directions of our School Plan. All staff have engaged in the writing of our 2018–2020 school plan and have a deep understanding of what we are trying to achieve, why we are doing this and how it will be achieved.

Policy requirements

Aboriginal education

ABORIGINAL EDUCATION 2017

In 2017, Toronto Public School continued to support learning and cultural outcomes for 33 Aboriginal students through a range of strategies.

At Toronto Public School we have a team who are enthusiastic about supporting the learning opportunities of all Aboriginal students. We have two contact people at the school who are always willing to answer questions or concerns. Jenny Ryan, Aboriginal Education Worker, and Mrs Doyle head the staff at Toronto Public School to support Aboriginal students

and parents in a number of ways. Toronto Public School continues to maintain a close link with our Aboriginal Education Consultative Group (AECG). Both Miss Jenny and Mrs Doyle are full members of our local AECG (Mankillikan). Mrs Doyle attended Stronger Smarter training aspiring to create a RICH working and learning environment for Aboriginal and Torres Strait Islander students.

1. Personalised Learning Pathways (PLPs)

Classroom teachers work with students, parents and key stakeholders to write Personalised Learning Pathways to assist our Aboriginal students achieve their personal best. TPS students were part of the MGoals launch.

2. Cultural Activities

This year, Toronto Public School has participated in numerous cultural activities. We have shared many amazing opportunities for all staff, students, and community to celebrate and recognise the rich cultural history that makes Australia and us unique. The continuation of PONDEE Kids caters for the cultural and social needs of students from K–6.

What are some of the things PONDEE Kids participated in this year?

- Hosted an afternoon tea for our families in Term 1.
- Cooking in the Cottage during Term 2.
- Use of the iPad app Word photo to generate A3 art pieces.
- Unique hand print project that is hanging in the hall.
- Continued wall art and garden in Red Zone.
- Dance group that performed at special assemblies.
- Undertake surveys with our families for feedback on best practice and future projects.

NAIDOC WEEK CELEBRATIONS at TPS

During the first week of Term 3, TPS participated in a number of cultural activities to celebrate NAIDOC Week. We certainly celebrated our Aboriginal culture! It was an amazing opportunity for all staff and students to celebrate and recognise the rich cultural history that makes Australia unique.

What are some of the things TPS participated in this year?

- shared Dreaming Stories.
- whole school writing competition related to the NAIDOC Week theme.
- whole school Aboriginal flag photo.
- Glen Thomas special performance.
- Stage 3 students ran a Traditional Indigenous Sports afternoon.

3. PONDEE KIDS

Pondee is the Awabakal word for the place on Lake Macquarie where Toronto is situated, which is why our students thought it would be a great name to identify who they are. Pondee Kids meet once a week and it is a chance to get to know other Aboriginal students in our school and work on collective projects together.

Teresa Doyle and Jenny Ryan

Multicultural and anti-racism education

Harmony Day 2017 had a central message, '*everyone belongs*', reinforcing the importance of inclusiveness to all Australians. Harmony Day activities at Toronto Public School aimed to engage students, encourage them to participate in their community, respect cultural and religious diversity and foster sense of belonging for everyone. Group activities enabled the students to explore countries from all around the world. As they rotated through themed group activities, they were immersed in different cultural elements from a variety of different places. They created art, cooked traditional foods, danced native songs and listened to music. Harmony day also provided opportunities for students to share their own personal narrative about their culture and background. It allowed our community to celebrate our cultural diversity and recognise it as a great strength, as it is the heart of who we are.

Our school musical 'Around the World' immersed our students in music and dance from all continents and encouraged the children and their families to celebrate and appreciate cultural diversity.