

Toormina Public School

Annual Report



2017



4506

Introduction

The Annual Report for **2017** is provided to the community of **Toormina 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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Principal

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School background

School vision statement

Toormina Public School strives to provide a learning environment that nurtures, guides, inspires and challenges all students so that they become life-long learners with the skills and understandings that help them to make sense of the world.

Each individual child will be known and understood so that their individual wellbeing, passion and potential can be met through high quality, evidenced-based teaching and learning.

We believe our community is an important part of the school learning environment, contributing to a school culture where it contributes to high expectations whom share a responsibility for the engagement, learning, development and success for all students.

School context

Toormina Public School is on the Mid North Coast of New South Wales. There are 273 students, 56 of whom identify as Aboriginal. Teaching and learning draw on the diversity of student and staff strengths by encouraging all students to develop their potential in a purposeful environment.

2 staff members are at proficient level of accreditation while the majority are experienced teachers. 3 staff members are engaging with the Australian Professional teaching standards to achieve proficiency including a newly appointed Aboriginal Teacher. 2 staff members hold post graduate qualifications.

The school has modern facilities including an innovative technology suite, wonderful sporting opportunities, it offers excellence in creative and performing arts, an opportunity class for teaching gifted and talented students, a dedicated focus on literacy and numeracy and a climate that provides a foundation for lifelong learning and pastoral care. Quality Teaching and Learning is a major focus within the school.

We are one of 229 schools trialling Local Schools, Local decisions– a reform for new school systems of Student Management and Finance. In 2015 the school moved to the RAM funding allocation that includes the management of funds locally and provides equity funding for students of socio-economic background, Aboriginal background, English language proficiency, Low level adjustment for disability and Location.

The school has received finance from Priority School Funding Program since 2009. We participated in the Next Steps initiative to support 'closing the gap' in education for our indigenous students. The school has been supported by funding from Improving Literacy Numeracy National Partnerships Initiative (ILNNP) which was used to target improved Reading and Comprehension for students in K–1 because we believe in developing strong foundations.

Self-assessment and school achievement (for schools participating in External Validation)

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning:

Our school is committed to knowing their students and how they learn. Teachers provide a caring and safe environment. Our ongoing implementation in Positive Behaviours for Learning has resulted in students, staff and the community understanding and following clearly defined behavioural expectations. Teachers respect and implement teaching strategies to respond to differences in linguistic, cultural, religious and socio-economic backgrounds. Participation in high quality research based professional learning has resulted in teachers using data to inform on, monitor and respond to student learning needs. Teaching and learning programs include adjustments and provide a high quality learning environment within which students are engaged in their learning and set and achieve

learning goals. Assessment of students is an ongoing process that provides evidence for future teaching and learning directions. regular mentoring of assessment procedures and data and the collaborative planning of future directions ensures consistent teacher judgement and provides for the learning needs of our students. The school regularly reports to parents on their child's learning and provides parent information sessions to update parents on curriculum and current teaching and learning practices. The school is achieving value added results in literacy and numeracy.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

At Toormina Public School, student learning is directed by quality teaching practices. Teachers design and engaging teaching and learning activities through implementing evidence-based strategies. K-2 teachers use EAfS to guide their teaching and assessment. Data is regularly collected and analysed to identify any skills deficiencies and inform future teaching to best target student needs. Teachers work collaboratively, Quality Teaching Rounds (QTR) has been embraced and provides teachers with reflective feedback on Quality Teaching through explicit, professional dialogue. Professional learning is strategically aligned with our school plan to ensure it supports teachers in implementing effective evidence-based teaching strategies.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

Leadership development is supported through professional learning and capacity building within all our staff. Parents and community are engaged in school activities where they have an active role in P&C and Yarn-up. The school and community are committed to improving school performance measures through strategic planning. The school has productive relationships with the local preschool and high school to build opportunities for our students through transition programs. Staff are supported in gaining accreditation meeting the Australian Professional Standards for Teachers with opportunities to develop and share experiences with others. The leadership team develops processes for staff to collaborate in monitoring and evaluating teaching practices using mentoring and peer observations using the quality teaching framework. High expectations are reflected across the school community. The school continues to build and maintain a positive image throughout our community.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Learning for Success

Purpose

To engage students in learning that connects with the individual needs of all students and develops the vital skills that will help them to thrive and succeed.

Overall summary of progress

During 2017 Toormina Public School planned to engage students in learning that connected with the individual needs of all students and developed the vital skills that will help them to thrive and succeed. The school implemented:

- explicit literacy and numeracy teaching through Early Action for Success
- effective teaching and learning programming incorporating differentiation and Consistent Teacher Judgement (CTJ)

As a result, quality leadership and purposeful programs ensured evidence based, data informed teaching strategies occur daily in all classrooms. Teachers are skilled in identifying and planning for individual literacy and numeracy needs by developing and implementing personalised learning plans. Teachers demonstrated high levels of contemporary content knowledge and teaching practices, and relied on evidence based teaching strategies including CTJ, Quality Teaching Rounds and EAFS strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Aligning quality teaching practice with evidence based teaching that supports the Literacy and Numeracy continuums	\$30000 PL	Seven teachers participated in Language, Learning and Literacy (L3) and K–6 staff participated in Balanced Numeracy Training. Additional staff were employed to support interventions in both literacy and Numeracy. As a result, staff developed collaborative practices to examine data, improve consistency of teacher judgement and differentiate teaching and learning. Students are showing growth on internal school measures
Increase % of students achieving in the top 2 Bands in Reading and Numeracy	\$0	Students were identified from Stage 2 and 3 for targeted teaching to increase achievement in learning outcomes for all students. Students are showing expected growth on internal school measures with no increase noted in the top 2 bands of Reading and Numeracy.

Next Steps

- K–2 staff continue to have profession learning and support from Instructional Leader and engage in EAFS.
- NAPLAN shows student value added growth from 2017 – 2020 in writing and numeracy.

Strategic Direction 2

Teaching for Success

Purpose

To ensure all teachers are able to learn about, implement, reflect on, and sustain high quality, evidence-based teaching practices.

Overall summary of progress

During 2017 Toormina Public School planned to ensure all teachers sustain high quality, evidence based teaching practices. Teachers engaged in:

- PDP review meetings to discuss PDP plans and goals.
- Co-teaching and co-planning models.

As a result, PDPs were effectively aligned with the school plan and were focused on building teacher capacity. All teachers engaged in collaborative best practice to improve teaching practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers set and reflect on PDP goals that support the schools Strategic Directions, SEF and Professional Teaching Standards	\$0	All staff worked with their executive manager in aligning their PDP goals to our School Plan, the School Excellence Framework and the Professional Teaching Standards. Staff reflected and refined their goals during mid-year discussions with executive. Executive observed staff PDP goals and provided support and professional learning. At the end of the year staff completed the annual review and evidence was collected by executive staff.
Teachers work collaboratively with colleagues using a Peer Observation model to evaluate and reflect on their own quality teaching practices	\$32,000	90% of Year 3–6 teachers participated in Quality Teaching Rounds (QTR). All staff were provided with evidence-based professional learning on the benefits of QTR on teachers quality teaching practice and student learning outcomes. New 3–6 staff to QTR were supported by experienced and trained staff throughout the process.

Next Steps

- K–2 staff to participate in QTR model
- 3–6 staff to continue to work collaboratively to improve student learning in Writing
- 100% of staff to continue to align PDP goals to support the School Plan 2018–2020

Strategic Direction 3

Leading to Success

Purpose

To develop a nurturing and inclusive school culture that builds the leadership capabilities of students, staff and community members to become confident and collaborative thinkers contributing to high expectations towards a strong culture of school improvement.

Overall summary of progress

During 2017 Toormina Public School planned to develop a nurturing and inclusive school culture that builds the capacities for all students to become confident, strong and independent thinkers. The school implemented:

- practices to support the Wellbeing framework to engage students. Such practices include; Peer Support, Rock and Water, active SRC
- strategies to further engage community

As a result, all students participated in program/s to support resilience and confidence. A series of parent workshops were presented on curriculum. Feedback provided from parents was very positive.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students are connected to their learning, they have positive and respectful relationships and experience a sense of belonging to their school and community. Students are supported and empowered to connect, succeed and thrive	\$2150	Rock and water programs were implemented in stage 2 and 3. SRC training was provided and peer support implemented to support student leadership. Proud moments were shared with parents on a weekly basis. Positive behaviour for learning was promoted across all classrooms with instructional lessons taught using targeted needs. Preschool and high school transitions were supported with and students were empowered to connect succeed and thrive.
Staff are supported in gaining accreditation and/or provided with shared leadership opportunities in areas of their expertise	\$500	Students were supported as assembly leaders and SRC representatives through structured meetings. Kids teaching kids programs promoted students as learning leaders. Staff are supported at HALT network meetings with shared leadership opportunities.
Continue to build and maintain a positive image throughout our community	\$0	A variety of workshops were presented to parents with staff support. Parent feedback reported high school satisfaction and created and maintained high expectations for learning and leadership.

Next Steps

- teachers implement evidence based best practice in teaching literacy and numeracy
- BBCoS are excelling on the SEF in educational leadership evident through self reflection and/or external validation.
- Parent satisfaction of educational leadership and quality teaching

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Toormina Public School received \$74329</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$8 125.00) 	<p>All students were supported in understanding Aboriginal culture and celebration with the implementation of Gumbayngirr language program, support of students and families by community liaison officer and Aboriginal SLSOs were used to support male and female Aboriginal students. Celebrations occurred with NAIDOC week and sorry day. Engagement in professional learning around Aboriginal 8 Ways of learning by leadership team and connecting to country 3 day training by 8 staff members. Transition to school and transition to high school program with 6 families in attendance. 2 staff members trained in Sister speak. Attendance and engagement with Yarn Up groups and local AECG meetings. With the assistance of GALAMBILA AMS and Mid coast area health, students targeted from kinder to year 6 participated in vision and hearing screening.</p>
English language proficiency	\$6241	<p>Flexible funding was used to support a student from EALD background with employment of teaching staff 0.2 with support of LaST in Literacy and Numeracy development.</p>
Low level adjustment for disability	<p>\$136003</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$9 750.00) 	<p>Students were supported by LST and SLSO in order to support planned Individual Learning Plans. Goal setting in focus areas of Literacy and Numeracy were used and PLAN data supported monitoring of individual growth. Engagement was fostered with coding and technological support for 21st century learning.</p>
Socio-economic background	\$214320	<p>Targeted students were supported in Literacy and Numeracy development through implementation of balanced numeracy sessions to support differentiated approach to teaching and learning.</p>
Support for beginning teachers	\$17513	<p>Two teacher identified were supported in professional development in Literacy and mentored in quality teaching practices.</p>
Targeted student support for refugees and new arrivals		<p>EALD teacher was employed to support a new student from Japan with cultural integration and awareness and English literacy development.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	150	150	145	138
Girls	142	138	130	134

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94	91.9	91.2	93.6
1	93.6	91.9	91.3	91.9
2	92.5	92.8	93.9	93
3	94.5	90.7	92.3	92.1
4	93.8	93.2	91.1	92.6
5	93.3	91.3	94.1	92.6
6	92.2	93.4	91	92.2
All Years	93.3	92.1	92.1	92.6
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

Please see Attendance Policy.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	10.9
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	2.72
Other Positions	0

*Full Time Equivalent

The school has 22 staff members engaged in full time employment with one staff member who identifies as Aboriginal and two Aboriginal SLSOs engaged in employment at 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	90
Postgraduate degree	10

Professional learning and teacher accreditation

Teacher professional learning was identified from school planning and evaluative purposes. Mandatory annual training was conducted and support given to staff in performance and development achievement. Staff goals identified profession learning required to implement evidence based teaching and learning practices including quality teaching rounds.

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	217,056
Revenue	3,443,017
Appropriation	3,326,874
Sale of Goods and Services	44,011
Grants and Contributions	69,119
Gain and Loss	0
Other Revenue	0
Investment Income	3,012
Expenses	-3,298,181
Recurrent Expenses	-3,298,181
Employee Related	-3,005,728
Operating Expenses	-292,453
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	144,836
Balance Carried Forward	361,892

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	2,032,435
Base Per Capita	42,027
Base Location	2,821
Other Base	1,987,587
Equity Total	430,893
Equity Aboriginal	74,329
Equity Socio economic	214,320
Equity Language	6,241
Equity Disability	136,003
Targeted Total	167,134
Other Total	637,809
Grand Total	3,268,272

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.

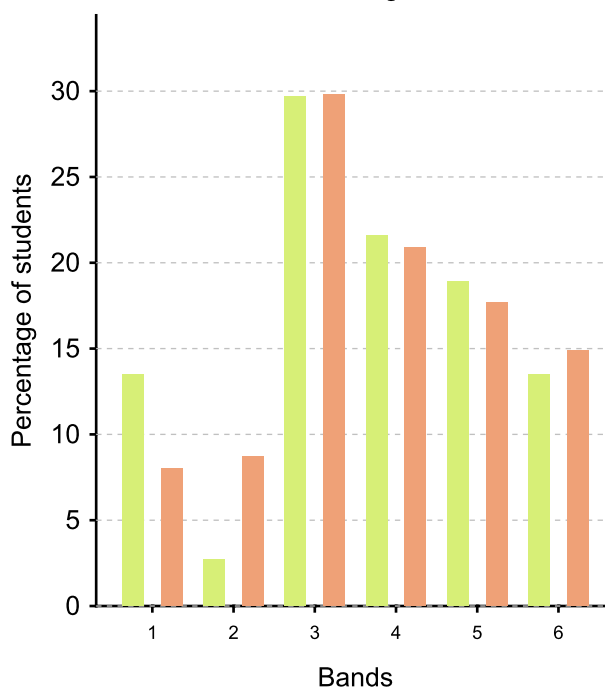
School performance

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.

Students completing the NAPLAN in 2017 showed 13.5% performing above National minimum standards in Reading. 6 students achieved a band 6 in Grammar in year 3 and 10 students in year 5 achieved a band 8 in Grammar.

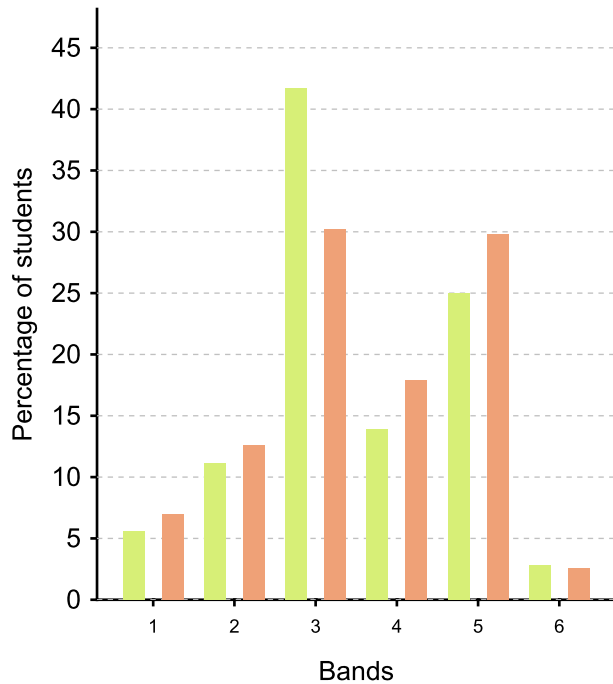
Percentage in bands:
Year 3 Reading



■ Percentage in Bands
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	13.5	2.7	29.7	21.6	18.9	13.5
School avg 2015-2017	8.0	8.7	29.8	20.9	17.7	14.9

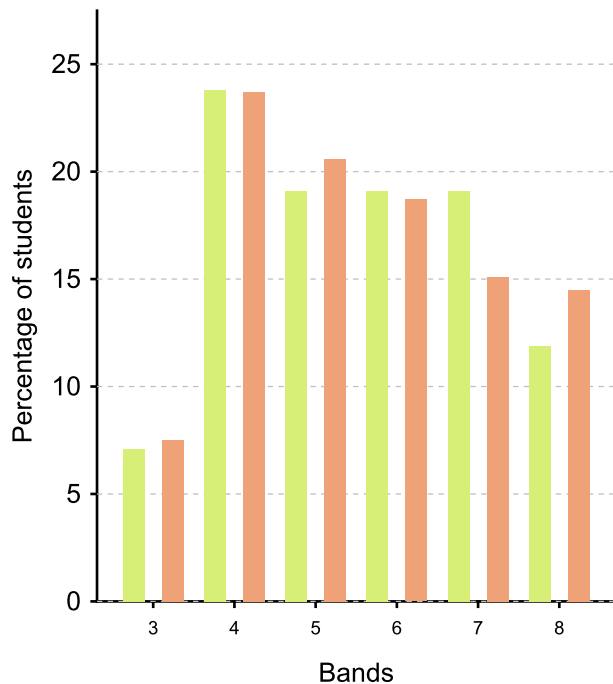
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	5.6	11.1	41.7	13.9	25.0	2.8
School avg 2015-2017	7.0	12.6	30.2	17.9	29.8	2.6

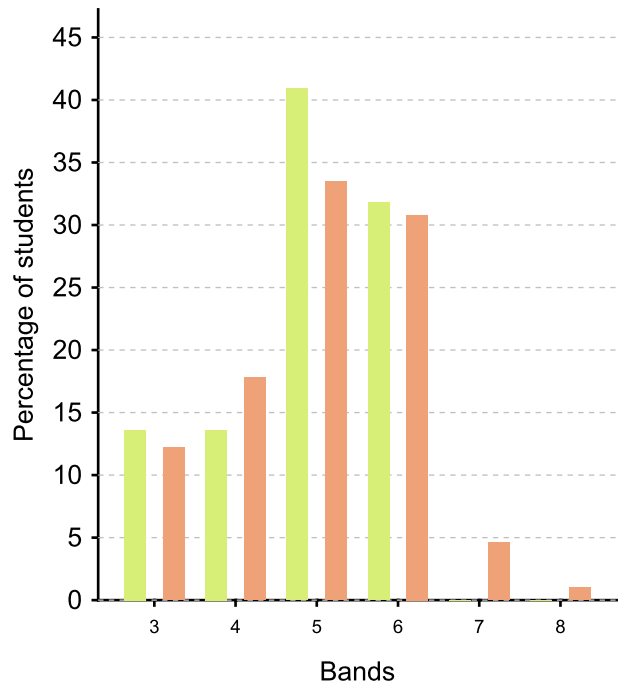
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	7.1	23.8	19.1	19.1	19.1	11.9
School avg 2015-2017	7.5	23.7	20.6	18.7	15.1	14.5

Percentage in bands:
Year 5 Writing

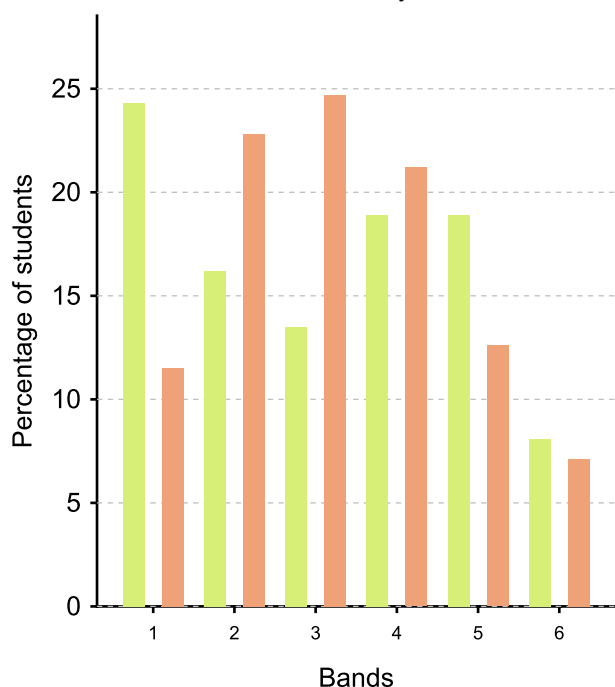


Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	13.6	13.6	40.9	31.8	0.0	0.0
School avg 2015-2017	12.2	17.8	33.5	30.8	4.6	1.0

65% of students showed greater than expected growth in Numeracy. 8 students achieved in the top two bands in numeracy in Year 5 and 10 students in Year 3 achieved in the top two bands.

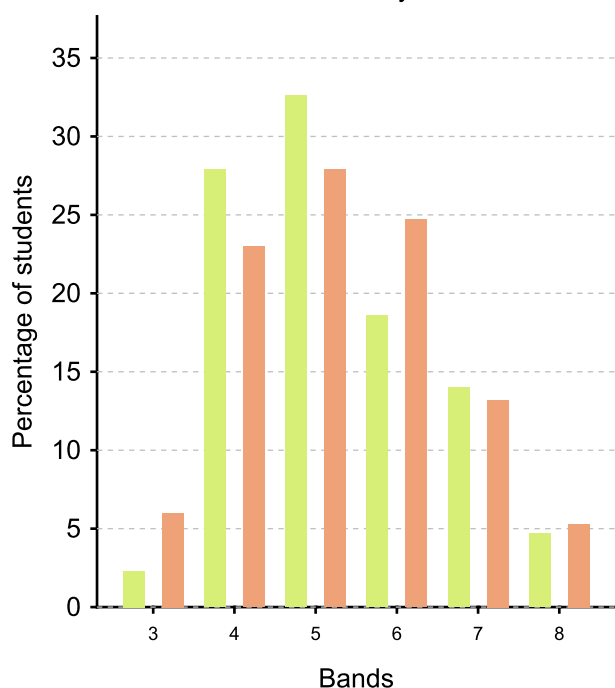
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	24.3	16.2	13.5	18.9	18.9	8.1
School avg 2015-2017	11.5	22.8	24.7	21.2	12.6	7.1

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	2.3	27.9	32.6	18.6	14.0	4.7
School avg 2015-2017	6.0	23.0	27.9	24.7	13.2	5.3

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.

Teachers identified students to target in Year 3–6 and developed effective teaching strategies to support the increase in the number of students who achieve in the top 2 bands of NAPLAN in Literacy and Numeracy working towards *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes*.



Parent/caregiver, student, teacher satisfaction

100% of staff at Toormina Public School agree that the school is a great place to work and feel "valued" as a member of the team. 100% of staff at Toormina PS believe the school focuses on improving the work employees do and 100% of staff stated that their manager encourages people to keep improving (People Matter Employee Survey 2017). 85% of returned parent surveys rated Toormina PS 8 or more out of 10 for overall school satisfaction. 92% of students reported they feel happy and safe at school and enjoy coming to school.



Policy requirements

Aboriginal education

Our parent yarn up group met twice a term to discuss activities happening within our school. Together we were able to plan and implement appropriate cultural activities suitable for all students Kindergarten through to year 6. NAIDOC week was celebrated with over 900 students from across Bongi Bongil schools with a week full of cultural activities including arts, dance and opening/closing ceremonies.

Multicultural and anti-racism education

Multiculturalism was celebrated through peer support programs and highlighted on Harmony Day in March. Students showed individualism and celebrated a range of cultural activities.