

Mount Terry Public School Annual Report



2017



4610

Introduction

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

David O'Connor

Principal

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Message from the Principal

2017 was a busy and productive year for the Mount Terry Public School community. This was the final year of the 2015–2017 School Plan where we focused on the three strategic directions of ‘Curriculum’, ‘Quality teaching practice’ and ‘Culture’. These three strategic directions have provided real focus over the past three years as the school moved forward, always looking to do things even better for the students, staff, parents and caregivers of Mount Terry Public School. Towards the end of 2017, the school community engaged in a comprehensive assessment and evaluation process to negotiate the new 2018–2020 School Plan. All members of the school community had opportunities to contribute to the evaluation process, providing feedback that has led to our new strategic directions which are ‘Quality teaching for every student’; ‘Creating a high performing learning culture’; and ‘High quality leadership development’.

In Terms 3 and 4, the school undertook the comprehensive process of External Validation. This involved a deep analysis of the school’s alignment to the School Excellence Framework. Feedback from an External Validation Team concluded that the school was accurate in every aspect of its analysis and positive measures were in place for the continued growth and development of the school as a whole.

Equity funding made available through the new Resource Allocation Model (RAM) was instrumental in financing a range of initiatives across the school in 2017. These included additional literacy and numeracy support for targeted students, support for early career teachers, our English as an Additional Language or Dialect (EAL/D) program and support for students with low-level disabilities. This additional funding also assisted with programs and support for our Aboriginal students and families from low socio-economic backgrounds.

Cultural, sporting and extra-curricular programs were once again a feature in 2017. With public speaking and debating teams, school choirs, our dance troupe and outstanding sports participation and performance in a number of areas, students at our school continued to find ways to shine throughout the year. Our Living Classroom program continued to be a highlight for senior students and garden volunteers as they cared for the gardens, harvested the produce for cooking, for sale or for use in the school canteen. Our school’s participation in the Southern Illawarra Music Festival, Southern Stars, the Dance Festival and Tournament of the Minds are just some examples of the extra-curricular opportunities offered to our students in 2017.

Our staff continue to be the cornerstone of student success and their efforts and energy towards providing high quality teaching, learning and cultural experiences for students was evident right across the school. Our students consistently demonstrated that they are settled and productive in their classrooms and our focus on the school values ensures a harmonious school environment for all.

Our close partnership with the parent community was clearly evident through the number of special events and fundraisers that were conducted in 2017. Once again, our partnership with the school’s P&C led to the fantastic support of school programs and initiatives through P&C donations and purchases. Events and celebrations across the school were widely supported by parents and carers with large numbers attending special events and assemblies.

The middle of 2017 saw the retirement of Mr Paul Murray as Principal of the school. Mrs Jo West did a wonderful job as Acting Principal in Term 3 until I was appointed as the substantive Principal from the beginning of Term 4. I feel very fortunate to be the Principal of such a fabulous school community and I look forward to leading the school into the future.

David O’Connor

Principal

School background

School vision statement

Mount Terry Public School's Learning Community promotes equity and excellence by encouraging young people to hold high expectations for their educational outcomes. We are committed to providing a holistic approach to learning, in an inclusive environment which will establish each child's positive sense of identity and their place in the global community.

School context

Mount Terry Public School is located in a fast growing area of Albion Park. It has an enrolment of 765 students in 2017, including 41 Aboriginal students and 57 NESB students.

Literacy and numeracy are priorities for the school and staff undergo Professional Learning in these areas frequently.

Children are provided with opportunities in student leadership, sport, the arts and environmental education with our extensive Living Classroom and Outdoor Kitchen.

Parents take an active role in their child's learning and work alongside staff to build relationships and actively promote the school and its students.

The school's FOEI (Family Occupation and Education Index), currently standing at 99 (2017) is used as a measure of Socio Economic Value. Our value demonstrates an average range of socio economic spread with 37% of the school population being in the lower middle and bottom quartiles on the index. With the remaining school population in the upper middle and high quartiles. This means that our school attracts low levels of funding, all of which is used for educational purposes.

The school's enrolment trend shows a pattern of increasing students numbers with an increase in total enrolment due to the age of the school and the increase in housing development within the school's feeder area.

Mount Terry Public School has a consistently growing workforce. The increase in student numbers has created an increase in the number of regular classes. This along with retirements and young female teachers starting families will see considerable change in both experience and knowledge of the teaching staff. It is imperative that the school plans well for succession.

The parents of Mount Terry truly support our school in many ways. They have created a genuine learning community who actively engage in all school activities. The P&C, who support our school, do so with a great deal of enthusiasm. They are a small but dedicated group who work tirelessly for the total school. They work hard to increase their profile within the community and develop strategies to increase the volunteer workforce to share the 'enthusiasm' they have for their school.

Due to significant programs being introduced in 2014 with the arrival of our Resources Allocation Model (RAM) funding, our aim in the 2015–2017 plan is to embed and consolidate our improvements through ongoing support for staff and a culture of high expectations for our students.

Mount Terry is proud of its achievements as a public school and believe we are "Growing Strong, Reaching Far".

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

The results of this process indicated

LEARNING

In the area of Learning Culture we have identified as sustaining and growing. We are continuing to provide optimum learning opportunities for students. Our policies and programs address and monitor student learning needs. We identified as sustaining and growing in the area of Wellbeing. Our Wellbeing policy, procedures and programs are continually refined to ensure they align with DoE policies and that our school's approach optimises opportunities for students and supports the whole child. Survey responses from students and parents show satisfaction for wellbeing at school. Evidence supports that in the area of Curriculum and Learning we are sustaining and growing. Staff continue to ensure that individual needs are carefully considered and Individual Education Plans and Personal Learning Pathways reflect the specific needs of students. Working in partnership with our Community of Schools supports successful transitions for students. We have demonstrated that in the area of Assessment & Reporting we are sustaining and growing. Being an Identified Premier's Bump It Up School has focused staff's processes to collect and use, analyse and report on student performance data. Student reports contain detailed information due to the school's procedures that support rich discussions and consistent teacher judgement processes. In the area of Student Performance Measures we have found that we are delivering. Although students are showing growth in internal school performance measures, we are only working towards delivering in valued added results.

TEACHING

Evidence has shown that in the area of Effective Classroom Practice we are delivering. Teachers maintain well managed classrooms with minimal disruption. They review and revise teaching programs and are developing practices to deliver formative and timely feedback to students to support their learning. In the area of Data Skills and Use, we have identified as delivering. Teachers continue to strengthen their practices in analysing a variety of data to support student learning. Ongoing support through data exchange days will continue to deepen teacher knowledge and practices. We have demonstrated that in the area of Collaborative Practice we are sustaining and growing. Teachers work together to improve teaching and learning through designing and using school wide programs such as QTSS and collaborative planning. Teachers provide and receive planned constructive feedback from peers and school leaders to improve teaching practice. Evidence has shown that in the area of Learning and Development we are sustaining and growing. The professional learning and development of teachers continues to be a priority. The professional learning schedule shows strong links to the School Plan. Through PDPs, teachers are actively engaged in planning their own professional development to improve their performance. We have identified that we are delivering in the area of Professional Standards. Teachers are developing an understanding of the standards as shown in PDPs. Beginning Teachers are supported through the processes of attaining accreditation at Proficiency Teacher level.

LEADING

In the area of Leadership we have demonstrated we are sustaining and growing. The leadership team supports capacity building among staff and students. They develop strategies for succession planning and provide opportunities for all staff. The school has productive relationships with external agencies such as HOLCIM, The University of Wollongong, Bunnings, Ridgeview Aged Care and sporting groups to enhance educational opportunities for students. Evidence shows that in the area of School Planning, Implementation and Reporting we are delivering. Parents and the broader school community are encouraged to participate in the development of our school's vision. Our School Plan aligns with DoE priorities and includes processes for resource allocation, professional learning and performance monitoring and reporting. We take pride in recognising and celebrating the success of our students, staff and community. We have identified that in the area of School Resources we are sustaining and growing. Resources are maximised with long term planning. The leadership team ensures that human, financial and physical resources are well utilised and align directly to our School Plan to ensure maximum impact for student learning. Workforce planning supports the recruitment of high quality staff. Evidence has demonstrated that in the area of Management Practices and Processes we are sustaining and growing. The school actively seeks and provides opportunities to receive constructive feedback for students, staff and the community. Administrative practices effectively support school organisation. Reporting to the community through Annual Reports and P & C meetings is open, honest and transparent.

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>Self assessment AR

Strategic Direction 1

BUMP IT UP

Purpose

To improve student achievement and capacity to reach their full potential, through the implementation of an enriched, purposeful and explicit reading and numeracy pedagogy, which will be delivered by quality teachers, who can connect with, challenge and engage 21st century learners.

Overall summary of progress

We have continued to ensure Literacy and Numeracy remain a school focus. All new K–2 staff were trained in Targeting Early Numeracy (TEN) and three staff trained as facilitators. Staff new to years 3–6 had the opportunity to train in Mathematics Building Blocks for Numeracy (MBB4N). Two staff members trained as Focus on Reading (FoR1) facilitators in the latter half of the year and were able to train new permanent members of staff.

Senior executive attended the Bump It Up conference in Term 1 and our community of schools successfully applied for a grant for \$40000. The identified plan was to ensure all schools have the same approach to visible learning. Combined planning days are planned for 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the number of Aboriginal students in the top two NAPLAN bands for reading and numeracy, as per Premier's priority.</p> <p>80% of students are at or above cluster reading levels in accordance with the continuum.</p> <p>35% of students in the top two NAPLAN bands for reading and numeracy.</p> <p>15% growth in school based data based on Newman's Analysis.</p> <p>80% of students are at or above the recommended arithmetic strategy levels in accordance with the Numeracy continuum.</p> <p>All teachers know where the students in their class are against the reading clusters and Numeracy aspects on the Numeracy and Literacy continuums</p>	<p>Professional learning, planning and resources.</p> <p>\$110 000</p>	<p>There has been a significant increase in the number of Aboriginal students in the top two NAPLAN literacy bands and Year 3 numeracy bands over the past three years; in some areas by 50%.</p> <p>Although there are some grades where 80% of students are at or above reading levels as per the continuum the average was approximately 70%.</p> <p>Year 3 results exceeded the number of students in the top two bands in reading. Year 5 reading and Year 3 numeracy showed that 29% of students were in the top two bands. Only 21% of Year 5 students were in the top two bands.</p> <p>80% or more of students were at or above the recommended arithmetic strategy levels in accordance with the numeracy continuum.</p> <p>On average there was a 22.5% growth K–6 in problem solving strategies.</p> <p>Data analysis days allowed staff to track all students along the continuum and work collaboratively to identify strategies to support student progress.</p>

Next Steps

- Focused teaching and learning to improve the number of students achieving in proficient bands.
- Focused teaching and learning to improve value added results.
- TEN and FoR1 training for any untrained staff.
- Professional learning for all teaching staff on Visible Learning.

Strategic Direction 2

QUALITY TEACHING AND ASSESSMENT PRACTICE

Purpose

To improve student learning through consistent innovative teaching practices, based on current research and the Quality Teaching Framework, with a focus on catering for individual needs and producing productive 21st century learners.

Overall summary of progress

Key staff trained in formative assessment practices. A pilot classroom trialled some of the practices and fed back to staff. Our community of schools (CoS) group successfully applied for a grant to implement Visible Learning practices across the primary schools in our CoS.

Inquiry based History and Geography units were implemented K–6. Evaluation of the units occurred at the end of each semester and recommendations were collected and units refined by the respective curriculum teams.

Community participation in all school events continues to be strong. The Survey from the Kindergarten parents showed strong support for the new home reading program. 90% of parents effectively used the program to support their child's reading.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% staff trained in research based practices. Inquiry Based Learning is evident in class programs. An increase in the number of parents involved in school initiatives to support their child's learning.	Professional learning, planning and resources \$80 000	New staff trained in TEN, MBB4N & FoR1. Key staff participated in formative assessment training and pilot classroom was identified to trial strategies. Staff continue to use inquiry based learning practices within History & Geography units. Parents continue to be involved in all school based activities to support their child's learning.

Next Steps

- Staff training on visible learning practices and strategic planning for successful implementation in 2018.
- Continue to evaluate and refine History and Geography units.

Strategic Direction 3

CULTURE

Purpose

To develop a strong supportive partnership with our community with the aim of developing the wellbeing of our staff, students and parents, leading to improved engagement, a collective sense of purpose and a clearer understanding of the school's vision.

Overall summary of progress

All staff successfully developed PDP's. Teaching staff had a common school goal, a stage or grade goal and an individual goal. Staff were able to align their goals with the school plan and/or the Professional Standards for Teachers. Non-teaching staff worked collaboratively to negotiate their goals as this was the first year of the PDP process for them.

Parents continued to support their children at school activities with Grandparent's Day and the Christmas Concert having the largest attendance. We also had very strong support from our Indigenous families at events and special assemblies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in student attendance and engagement. Strong participation of parents, including Aboriginal parents, at school events, information sessions and interviews. 100% of staff develop PDPs in consultation with school leaders and become more willing to take on, share and mentor others in roles throughout the school.	Aboriginal SLSO and resources \$ 25 200	Our school continues to exceed state attendance rates. 95.6% of students attend school on a regular basis. On average 86% of parents attended parent teacher interviews. 100% of staff developed PDPs. All teachers had a school goal, a stage/grade goal and an individual goal. All non-teaching staff developed PDP's in consultation with their supervisors. An Aboriginal SLSO was employed to support literacy and numeracy for Aboriginal students.

Next Steps

- Executive engage in quality professional learning to support accountability processes and a culture of high expectations that works towards continuous school improvement.
- Continue to develop strong partnerships with Aboriginal families and the broader Indigenous community.
- Establish a school-wide systematic approach to professional learning to meet the needs of individual staff and the school as a whole.
- Refine whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Resources and staffing \$32 659.00	<p>Personalised Learning Pathways for Aboriginal students written in consultation with parents and students.</p> <p>Units of work have Aboriginal perspectives and are culturally appropriate.</p> <p>Resources purchased to support units.</p> <p>Strong parent support at celebrations and remembrance events.</p> <p>An Aboriginal SLSO employed to support Aboriginal students with literacy and numeracy.</p> <p>Year 3 Aboriginal students exceeded the Premier's expectations around the number of students in the proficient bands in both Literacy and Numeracy, while Year 5 students exceeded expectations in Literacy.</p>
English language proficiency	Resources and staffing \$36 544.00	<p>English as an Additional Language or Dialect support for students across K–6.</p> <p>EAL/D teacher employed for an extra 0.1 of a day to support students.</p>
Low level adjustment for disability	1.1 FTE and SLSOs \$180 538.00	<p>Additional support or adjustments provided to support for students in classrooms.</p> <p>Students requiring support had current IEP's.</p> <p>Permanent and casual SLSO's were employed to support students in the playground and classroom.</p>
Quality Teaching, Successful Students (QTSS)	0.547 FTE Semester 1 1.287 FTE Semester 2 \$94 777.00	<p>Executive were released to support teachers in working towards PDP goals and refining teaching practice to improve outcomes for students.</p> <p>Instructional leader model utilised for a further three days a week to support staff in the development of teaching practice.</p>
Socio-economic background	Professional learning and resources \$192,269.00	<p>Instructional leader model utilised for two days a week to support staff in the development of teaching practice.</p> <p>Consistent utilisation of teaching practices and methodologies based around Focus on Reading, Targeting Early Numeracy and Building Blocks for Numeracy.</p> <p>Collaborative planning sessions for stages each term.</p>
Support for beginning teachers	Professional learning and resources \$133 954	<p>10 beginning teachers were supported with additional Relief from face to face (RFF), professional learning with regard to methodology, programming, teaching pedagogy as well as resources.</p> <p>Mentoring and coaching sessions for teachers with their appointed mentor, lesson</p>

<p>Support for beginning teachers</p>	<p>Professional learning and resources</p> <p>\$133 954</p>	<p>observations, classroom management and student engagement.</p> <p>Inducted into school based procedures, policies, WHS and routines.</p> <p>Support was provided for the teachers to gather and annotate appropriate evidence to contribute to the achievement of their accreditation.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	332	372	390	401
Girls	349	348	350	351

Enrollment increases remain consistent with previous years. 2017 saw some families move out of the area during the later half of the year. Many of those moved interstate.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.3	96.2	95.8	95.6
1	96.2	95.6	95.9	94.2
2	95.7	94.7	94.9	94
3	94.6	93.8	95.7	92.2
4	95	94.7	92.9	93.8
5	95.7	94.1	94.7	92.7
6	95	94.5	93	92.9
All Years	95.5	94.8	94.7	93.6
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

The management of non-attendance is undertaken daily through an electronic roll marking system. If a student's absence is flagged, the following procedure is followed:

- Direct contact is made with parents/careers of students with unsatisfactory attendance.
- A letter requesting an explanation of absences is sent home.

- The Home School Liaison Officer is tasked to participate in solving the matter of unsatisfactory attendance if further action is required.

Attendance rates for 2017 have been slightly below the previous year's but similar to state average.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	28.19
Teacher of Reading Recovery	1.05
Learning & Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.67
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. 3% of staff at Mount Terry Public School has Aboriginal and Torres Strait Islander heritage.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

As a school, we recognise the importance of ongoing professional learning in the delivery of a high quality education experience. The school places great emphasis on the need for targeted professional learning and significant funds are allocated for this purpose. A large proportion of funds in 2017 were

allocated to FoR and TEN training. Two staff members were trained as FoR facilitators and then trained other staff in the program, while three other teachers were trained as TEN facilitators and then trained any untrained K–2 staff in the Targeting Early Numeracy program.

Through beginning teacher funding, 11 new staff, casuals and permanent, were supported through the accreditation process at Proficiency Teacher level by their supervisors. Teachers have begun the process of preparing for mandatory accreditation for all primary teachers which will occur from the beginning of the 2018 school year. All teachers are making better use of the NESAP Professional Standards for Teachers by aligning their PDP goals to the standards.

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	246,499
Revenue	6,326,261
Appropriation	6,126,693
Sale of Goods and Services	3,348
Grants and Contributions	192,446
Gain and Loss	0
Other Revenue	0
Investment Income	3,775
Expenses	-6,164,797
Recurrent Expenses	-6,164,797
Employee Related	-5,732,878
Operating Expenses	-431,919
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	161,464
Balance Carried Forward	407,963

An additional balance was carried forward at the end of 2017 but is reserved for allocation to unbilled staffing costs at the time of financial roll-over. The actual opening balance and available funds for 2018 will be similar to the previous year.

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	4,795,335
Base Per Capita	113,091
Base Location	0
Other Base	4,682,244
Equity Total	442,009
Equity Aboriginal	32,659
Equity Socio economic	192,269
Equity Language	36,544
Equity Disability	180,538
Targeted Total	311,418
Other Total	266,527
Grand Total	5,815,290

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.

On average across all aspects of literacy, 86% of Year 3 students and 83% of Year 5 students were at or above national minimum standard with 47% of Year 3 students and 22% of Year 5 students at proficient level. On average across all aspects of literacy, 100% of Year 3 and 75% of Year 5 Aboriginal students were at or above national minimum standard and 75% of Year 3 and 20% of Year 5 students were at proficient level.

On average across all aspects of numeracy, 84% of Year 3 students and 88% of Year 5 students were at or above national minimum standard with 29% of Year 3 students and 21% of Year 5 students at proficient level. On average across all aspects of numeracy, 100% of Year 3 and 100% of Year 5 Aboriginal students were at or above national minimum standard and 75% of Year 3 students were at proficient level.

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.

Parent/caregiver, student, teacher satisfaction

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

Their responses are presented below.

During 2017 students, parents and teachers were surveyed using the Tell Them From Me survey tool.

Students;

- Try hard to succeed in their learning.
- They value education and believe it will be useful in their everyday life and will have a strong bearing on their future.
- Believe that teachers understand them and cater to their needs.
- They feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.
- Believe teachers are responsive to their needs, and encourage independence with a democratic approach.
- Believe teachers emphasises academic skills and hold high expectations for all students to succeed.
- Enjoy participating in extra-curricular activities, that the school provides, in particular sport.

Parents/carers;

- Most feel welcomed when visiting the school.
- Encourage their child/ren to do well at school.
- Believe student reports are easy to read and provide detailed information about their child/ren's progress.
- Believe formal interviews are the most useful form of communication about their child/ren's progress.
- Believe teachers have high expectations for their child/ren both academically and behaviourally.
- Believe their child/ren are safe at school and enjoy going to school.
- Believe their child/ren are clear about the rules for school behaviour.
- Have high aspirations for their child academically.

Teachers;

- Work collaboratively when planning teaching and learning.
- Discuss learning problems of particular student with other teachers to support the student.
- Set high expectations for students and monitor their progress.
- Monitor progress of individual students.
- Use assessment to inform teaching and learning.
- Set clear expectations for classroom behaviours and adjust learning to suit individual needs.
- Work with parents to support student progress.

Policy requirements

Aboriginal education

Aboriginal Education has continued to be a major focus for Mount Terry Public School in 2017, with 100% of Aboriginal students and their parents/carers participating in the development of Personalised Learning Pathways (PLPs), which focused on areas of academic achievement, personal improvement and future aspirations. The process created and strengthened home/school partnerships and provided students with individualised learning goals. Students achieving below stage expectations within Numeracy and Literacy were guided to develop a goal around increasing their academic achievement in this area to assist them in reaching stage clusters.

All staff incorporated Aboriginal perspectives throughout their teaching programs including in History and Geography units of study. Teaching programs also included evidence and monitoring of student's PLP goals alongside content and outcomes.

Establishing and maintaining connections with our Indigenous students, their families and our local community has been a key focus for the Aboriginal Education Team and staff of Mount Terry during 2017. Staff regularly attended AECG meetings, with 36% of teaching staff attending meetings, to remain up to date with key community events and information. Mount Terry hosted a meeting on our grounds and also shared ideas and approached community about events and ideas planned for our school. Supporting our local community and establishing connections to our Indigenous families is vital to ensure key relationships are developed and maintained and all local protocols are followed.

Mount Terry staff and students involved community and our Indigenous families in celebrating and acknowledging significant events and dates such as Reconciliation Week and Sorry Day through hosting BBQ's and afternoon teas and acknowledgement assemblies during 2017. These events provided opportunities for quality and authentic connections to be made and built upon between school, home and community. Our Reconciliation Week BBQ had 56 community members in attendance in 2017, which demonstrated a growing commitment from the community to support Mount Terry staff and students' efforts to establish connections and the development of cultural identity. The assemblies held in honour of each event this year were whole school events led by our

Indigenous students who jointly wrote scripts and collaborated in preparing speeches and presentations with an Indigenous member of staff. These opportunities have allowed students to develop confidence and a sense of pride in their culture.

All students of Mount Terry were involved in whole school acknowledgements and celebrations and classroom activities, which increased Aboriginal cultural awareness. We acknowledged significant events including Sorry Day, Reconciliation Week and NAIDOC Week. During Reconciliation Week, senior Aboriginal students attended the annual Shellharbour City Council Reconciliation Flag Walk.

Each year the Aboriginal Education Team creates a whole school appreciation project for Reconciliation week. These projects aim to encourage all staff and students at Mount Terry to be actively involved in the acknowledgement and celebration of Indigenous Australian. In 2017 every student, Indigenous and non-Indigenous, created a 'Reconciliation – All in this Together' wall of hands, which was displayed at the front of the school, alongside a collection of Sorry Day Flowers. The flowers were donated by South Coast Aboriginal Medical Services and served as a discussion focus for teachers and students whilst focussing on the importance of Sorry Day 2017. Whole school involvement in significant events and celebrations allows the staff and students of Mount Terry to work towards a common goal of delivering Aboriginal cultural knowledge and a mutual respect for our shared history.

2017 was the first year Mount Terry Public School Indigenous students were involved in the NAIDOC Public Speaking Workshops with around 12 other schools. The seven Stage 3 students engaged in activities that aimed to build upon existing public speaking skills and to develop new skills. Students learnt how to write and deliver speeches, including formal presentation techniques. The workshops encouraged risk taking where students gained self-confidence. All students participated in competitions during Term 3.

In 2017, Mount Terry Public School funded an Indigenous Learning Support Officer (ILSO) employed to make connections with and support our Indigenous students to achieve their goals both in and out of the classroom. Areas of student learning needs were identified by executive staff and the school's Aboriginal Education Team using the school's data wall, the Learning & Support Team and reporting data. Class teachers were consulted to develop programs to support the areas of need within 'Literacy' for their Indigenous students.

Time and resources were allocated to support students and their teachers within their classrooms through the implementation of specific needs based programs, including LIPI, LIPA and a NAPLAN reading, language conventions and comprehension focus for students in Years 2 and 4. Pre and post testing was completed to ensure student needs were being met and then progress was monitored and tracked on our whole school data wall at five-weekly intervals. Teachers were in constant communication with the Learning

Support Officer to provide resources, support, movement of students (from growth) and to ensure programs offered remained active and needs based. Physical Resources were purchased to support our ILSO and also increased the Aboriginal Education section of our school library to include relevant resources for our students. Six big books, early readers picture book sets and a collection of fictional stories featuring Aboriginal characters were selected to suit the needs and interests of our current Indigenous students and were added to the existing resources available for all students to access.

Multicultural and anti-racism education

Approximately 9% of students at Mount Terry Public School identify as having language backgrounds other than English. This includes students who were born in Australia of parents from different language backgrounds. Parents and caregivers are welcomed into the school and where necessary, are supported through the use of interpreters so they are able to discuss a range of issues including student progress, welfare and general school matters. The cultural diversity of our school is celebrated by everyone and we continue to be proud of our inclusive nature. All students are encouraged to recognise and celebrate their cultural differences.

The EAL/D (English as an Additional Language or Dialect) program provided appropriate support to develop the English language and literacy skills for students from non-English speaking backgrounds. Support is provided in classrooms and through withdrawal programs so that students can fully participate in schooling and achieve equitable educational outcomes.

We continued to promote a racism-free learning and working environment. Two staff members are currently trained as anti-racism contact officers.