

# Taren Point Public School

## Annual Report



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# Introduction

The Annual Report for **2018** is provided to the community of Taren Point 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.

Trent Bridgland

Principal

## School contact details

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## Message from the Principal

Within the context of a caring environment, where staff are committed to nurturing wellbeing and attaining outstanding learning outcomes for our students, 2018 has been a year of continued growth and achievement for our school in all aspects of educational and community endeavour.

A wide range of quality educational programs are provided which ensure our students achieved their personal best, were active and involved citizens and became self-directed learners with sound positive values. A consistent focus on improving literacy and numeracy outcomes for all students was supported by excellent classroom practice, a strong Learning and Support Team and an extensive professional learning program.

Our dedicated and highly accomplished teachers are to be commended for their work throughout the year. They combine a strong sense of care with high expectations for teaching and learning. They are well supported by an equally committed team of administrative and support staff. Parents have played a critical role in the success of the school. The Parents and Citizens' Association strategically planned a range of events that not only raised funds for the school but provided opportunities for the school community to socialise. These events included Comedy for a Cause, the Colour Dash and the School Disco. We are extremely appreciative of this support.

As teachers, we are constantly learning and adapting our teaching strategies. Changes in curriculum, new approaches to teaching and advances in technology all impact on the important work teachers undertake in classrooms. The annual reporting process serves as an opportunity for the school to capture this cycle of change. The school participated in self-assessment measured against the *School Excellence Framework* and the goals of our 2018–2020 school plan. The annual reporting process serves as an opportunity for the school to capture this cycle of change and provides a snapshot of our significant achievements throughout the school year, highlights the strengths of our school community and identifies our future directions for 2019 and beyond.

It continues to be a privilege to lead this wonderful school.

Trent Bridgland

Principal

# School background

## School vision statement

At Taren Point Public School we believe in creating an environment that is engaging, inclusive and nurturing to develop safe, respectful learners. We aim to inspire students to develop a passion for learning and actively strive for success in all endeavours. We are committed to ensuring all students become successful, confident and creative lifelong learners.

## School context

Taren Point Public School operates in a culture of inclusiveness, where strong student welfare programs and an inherent feeling of partnership within the school community, creates a dynamic and caring environment conducive to student learning. 49% of our students have a Language Background other than English, and we are proud that our school is both culturally sensitive and responsive to student and community needs.

The staff of Taren Point is experienced, talented and committed to providing quality educational programs which meet student needs and develop the talents of each individual child. Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students.

The Parent and Citizens Association actively supports school initiatives through regular promotions, fundraising events and community occasions that benefit the whole school. At Taren Point Public School we are proud to call ourselves a "Community School" and encourage genuine partnerships in learning.

## 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.

Within the **Learning** domain we have focussed on the elements of Learning Culture, Curriculum and Learning and Assessment. We have created strong foundations to build a learning culture that is characterised by positive and respectful relationships, targeted learning support and effective curriculum implementation. We have made significant gains in strengthening our approach to quality teaching and assessment to meet the needs of all learners. In 2018 there was a strong focus on Reading. Teachers explicitly taught reading comprehension strategies shared their knowledge and skills in staff meetings. Staff ensured that reading goals were differentiated to suit the specific needs of the students. The school's learning spaces are used flexibly and technology is accessible for all staff and students. All students from K–6 are actively involved in a wide range of activities designed to develop their knowledge, skills and confidence to make ICT work for them as digital citizens. Future directions in this domain include a focus on targeted student feedback and formative assessment practices and analysing internal and external data more comprehensively and systematically.

Within the domain of **Teaching** the school's focus has been on Effective Classroom Practice, Collaborative Practice and Learning and Development. There has been a strong commitment by staff to collaborate across the school to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidenced-based programs and lessons which meets the needs of all students. All classrooms and other learning environments are well managed within a consistent, school wide approach. Our school PBL expectations form the basis of this approach. They provide staff, students and community with a common language that promotes wellbeing, student engagement and responsibility for learning. Successful implementation of the Performance and Development processes has led to an authentic approach to teacher performance and development. Whole school and individual goals are clearly identified and are closely aligned to the school plan. Positive impact was evident in the willingness of staff to participate in learning walks to improve their practice. Future directions in this domain include planning quality professional learning for staff that meet the professional demands of the school's improvement priorities, embedding formative assessment strategies to ensure that teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.

Within the domain of **Leading**, the school's focus has been on School Planning, Implementation and Reporting. Professional learning sessions allowed staff to plan strategies to establish effective school communication that promoted a positive school culture and improved the way we communicated to the community. A survey of parents and staff in Term 3, 2018 indicated that weekly newsletters, regular updates using School ENews and Facebook as well as the

school website all provide regular means of communication and were a great places to go for information. Changes have had a positive impact. The practices and processes that have been put in place were responsive to school community feedback. Parents and community members have the opportunity to engage in a range of school-related activities which have helped build the school as a cohesive educational community. Future directions in this domain include strengthening alliances with other schools and external agencies to ensure current, innovative thinking and to continue to build Community Engagement.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated, enabling students to become self-directed learners.

#### Overall summary of progress

In 2018, teachers routinely used evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Teachers have developed a range of techniques and strategies that enable students to monitor their own learning progress and to identify individual learning goals, providing students with a clear direction of where they are headed resulting in more autonomy in learning. Teachers clearly identify learning intentions and success criteria for students and use explicit student feedback in daily teaching practice. The school is developing the collective capacity of staff to use data effectively. Teachers are regularly using student assessment data school wide to identify student achievement and progress, in order to inform future school directions. Regular professional learning sessions which focused on reading comprehension were presented with follow-up activities trialled within the classrooms and reported back in whole school meetings.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieving expected growth in literacy and numeracy.	\$2500	<p>100% of Year 5 students achieved greater than or expected growth in grammar and punctuation.</p> <p>82% of students achieving greater than or expected growth in reading .</p> <p>91% of students achieving greater than or expected growth in spelling.</p> <p>73% of students achieving greater than or expected growth in writing.</p>
Staff integrate formative assessment techniques into their teaching practice measured through teacher programs, classroom observations and student work samples.	\$2000	Professional learning focusing on Learning Intentions and Success Criteria has resulted in all teachers using Learning Intentions and Success Criteria in English and Mathematics. Learning walks have been implemented to encourage the sharing of ideas and examples of best practice.
Increased opportunities for students to participate in learning that facilitate their skills to think critically and creatively.	\$1000	Student engagement is high with students involved & participating in STEM challenges and every class explicitly teaching Critical and Creative Thinking (CCT) skills.

#### Next Steps

- Improve and refine Formative Assessment practices
- Continue to develop differentiation within the school.
- Continue to explicitly teach comprehension strategies. .
- Plan 2 data will be used by teachers to track student progress against the Learning Progressions in Literacy
- Explicitly teach the 7 dispositions which promote critical and creative thinking

## Strategic Direction 2

### Wellbeing and Community Connections

#### Purpose

To establish a culture of engagement, collaborative learning processes and facilitating meaningful partnerships with the wider community that result in positive academic and wellbeing outcomes for students.

#### Overall summary of progress

This year we have continued to strengthen school community partnerships through the promotion of school initiatives and the introduction of a range of new communication measures. Communication with parents regarding staff professional learning (PL) has increased in volume and profile, with updates about staff PL shared in the school newsletter, often on the front page as a part of the Principal's report. Principal and SASS members completed the 'Communicating and Engaging with our Community' course, resulting in a re-design of the school's newsletter. Staff, students and parents have had multiple opportunities to provide feedback to the school about programs and policies through formal surveys. Weekly mindfulness lessons have been taught throughout the school and student and staff wellbeing initiatives have been implemented.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved levels of student wellbeing and engagement.	\$500	<p>Continuation of wellbeing week and the introduction of weekly mindfulness lessons.</p> <p>TTFM Drivers of Student Engagement:</p> <p>83% sense of belonging &gt; NSW Govt. Norms (81%)</p> <p>90% Positive Relationships &gt; NSW Govt. Norms (85%)</p> <p>88% Expectations for Success &gt; NSW Govt. Norms (87%)</p>
Increased levels of connectedness and participation in school decision making by students, staff and community	\$800	<p>Communicating and Engaging with Community course led to a change in communication procedures</p> <p>TTFM Partners in Learning:</p> <p>91% Parents feel welcome &gt; NSW Govt. Norms (74%)</p> <p>86% Parents are informed &gt; NSW Govt. Norms (66%)</p> <p>92% School supports learning &gt; NSW Govt. Norms (73%)</p>

#### Next Steps

- Implement Smiling Mind mindfulness curriculum.
- Increase community engagement by implementing additional programs such as the Fathering Project
- Connected communities with COSAW projects
- Community initiatives such as a street library, Share our Space

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1,043	Personalised Learning Plans (PLPs) were reviewed and updated in consultation with the student and parents. Personal goals were established in literacy and numeracy and the process towards achievement was monitored.
<b>English language proficiency</b>	\$12,620	English language proficiency staff allocation and flexible component provided 2 days per week support for students identified by class teachers. Individual and small group instruction for students from EAL/D background improved students language proficiency. Students demonstrated literacy growth as evidenced by progress on the literacy continuum and internal assessments.
<b>Low level adjustment for disability</b>	\$44,297	ILPs reviewed and student progress tracked on PLAN. Teaching instruction varied from individual to small group. Review meetings with parents. SLSO's were also used to support students in the classroom and playground.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$14,576	Funding was utilised by staff to view the teaching of other staff members. Funding enabled staff to set clear goals for improved teaching practice.
<b>Socio-economic background</b>	\$9,136	The school supports students and families through targeted learning and support and financial support to ensure equity and inclusion. This funding also added to the number of teachers allocated and enabled the employment of a teacher to complete a 5 day week, ensuring all classes had a full time teacher.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	36	46	44	49
Girls	42	41	40	38

Student enrolments at Taren Point remain steady. Local preschools and day care centres highly recommend our school as an excellent school with caring staff and a friendly community.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.3	94.4	94.1	96.4
1	92.2	96	94	94.6
2	92.9	96.3	97.5	94.9
3	87	93.4	93.6	96.1
4	92	91.4	90.9	91.9
5	89.7	93	93.4	92.4
6	95.8	92.7	89	89.5
All Years	92	94	93.5	93.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Student attendance remains high at Taren Point Public School. Staff are proactive in following up absences and parents are well informed of attendance procedures.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.48
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.46

\*Full Time Equivalent

One member of staff is of Aboriginal or Torres Strait Islander background.

### 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

All teaching staff and administrative staff participated in professional learning in 2018. Staff participated in both school based and external professional development. The school's professional learning funds were used to support our two strategic directions. Staff also engaged in professional learning that supported their individual goals on their Performance Development Plans. This included whole school professional learning and individual teachers attending courses to support their own professional goals.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	59,957
<b>Revenue</b>	1,087,075
Appropriation	1,001,807
Sale of Goods and Services	800
Grants and Contributions	83,151
Gain and Loss	0
Other Revenue	0
Investment Income	1,317
<b>Expenses</b>	-1,052,360
Recurrent Expenses	-1,052,360
Employee Related	-913,146
Operating Expenses	-139,214
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	34,715
<b>Balance Carried Forward</b>	94,672

	2018 Actual (\$)
<b>Base Total</b>	749,765
Base Per Capita	16,243
Base Location	0
Other Base	733,522
<b>Equity Total</b>	67,006
Equity Aboriginal	1,043
Equity Socio economic	9,136
Equity Language	12,620
Equity Disability	44,207
<b>Targeted Total</b>	128,032
<b>Other Total</b>	16,538
<b>Grand Total</b>	961,341

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.

Our school's finance committee meets once per term. It comprises the School Administrative Manager and the School Principal. New budgeting tools were implemented by Department in 2018 and the Finance Team attended all available sessions.

### Financial summary equity funding

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

## 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, 15 students in Year 3 and 11 students in Year 5 sat the NAPLAN tests.

50% of students in Year 3 achieved in the top two bands in Grammar and Punctuation

44% of students in Year 3 achieved in the top two bands in Reading

44% of students in Year 3 achieved in the top two bands in Spelling

50% of students in Year 3 achieved in the top two bands in Writing

37% of students in Year 5 achieved in the top two bands in Grammar and Punctuation

27% of students in Year 5 achieved in the top two bands in Reading

20% of students in Year 5 achieved in the top two bands in Spelling

29% of students in Year 5 achieved in the top two bands in Writing

In 2018, 15 students in Year 3 and 11 students in Year 5 sat the NAPLAN tests.

40% of students in Year 3 achieved in the top two bands in Numeracy

19% of students in Year 5 achieved in the top two bands in Numeracy

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In 2018, 100% of students in Year 5 achieved at or above expected growth in Grammar and Punctuation. 82% of students in Year 5 achieved at or above expected growth in Reading. 91% of students in Year 5 achieved at or above expected growth in Spelling. 73% of Year 5 students achieved at or above expected growth in Writing. 64% of Year 5 students achieved at or above expected growth in Numeracy.

## Parent/caregiver, student, teacher satisfaction

33 students completed the Tell Them From Me (TTFM) survey in 2018.

88% of students have positive relationships compared to state average of 85%

83% of students have a positive sense of belonging compared to state average of 81%

80% of students found classroom instruction relevant to their everyday lives compared to 79% of the state.

Teachers at Taren Point PS completed the TTFM survey in 2018. They rated highly:

School leaders create a safe and orderly work environment and teachers talk with other teachers about strategies that increase student engagement.

Teachers monitor the progress of individual students and they feel students are very clear about what is expected of them to learn.

A total of 18 parents completed the TTFM survey in 2018.

91% of parents feel welcomed at school

94% of parents feel they are well informed about school activities

46% of parents have attended meetings, two or three times in the year.



## Policy requirements

### Aboriginal education

Throughout the year, the school has emphasised the importance of our rich indigenous culture by ensuring Aboriginal education has been integrated across all Learning Areas. Students have been instructed in the knowledge of past and present Aboriginal perspectives through providing quality Aboriginal literature and programs. Students' recognised NAIDOC week and Harmony Day, and participated in various associated activities. Zachary Bennett-Brook a local indigenous artist was commissioned to work with our students to paint mural on the end of our toilet block. A new major initiative in 2018 was the establishment of the Community Schools Across the Waters (CoSAW) Aboriginal team which linked the staff from Taren Point Public School with Sylvania Heights Public School, Sylvania Public School and Sylvania High School. Our students joined with the Community of Schools Aboriginal students at a combined cultural day at Sylvania High School, attended the White Ribbon March walk in November and the One Mob large combined schools event at Endeavour Sports High School.



## Multicultural and anti-racism education

Our school is a highly inclusive school with 49% of students having a background other than English. We offer a range of programs and practices which promote inclusivity, cultural awareness, diversity and respect for the cultures and beliefs of all members of the school community. It is acknowledged that the cultures and beliefs of all individual members of the school enrich our whole community. We value both similarities and differences. Students from diverse backgrounds are encouraged to be proud of their heritage and to share their customs and beliefs. The school's multicultural community was celebrated during Harmony day celebrations. All students learn French as part of the community's commitment to a global education. The school Positive Behaviour for Learning program explicitly teaches respect. The school has a designated Anti-Racism officer to ensure teachers and students are supported if racism occurs.

## Other school programs

### Student Wellbeing

Our school works proactively to holistically support and further develop student wellbeing. Staff work collaboratively with parents to promote healthy, supportive, secure and caring environment that provides optimal teaching and learning opportunities. The ongoing teaching, monitoring and reinforcement of our three school expectations guide and underpin our student wellbeing provision. The school works proactively to implement student welfare support structures and programs that prioritise and address the identified needs of individual students, staff and the school as whole. We have a variety of programs that cater for the varied learning, social and emotional needs of our students. At Taren Point Public School, a positive learning culture is evident as all parents, students and staff are aware of the importance of a growth mindset and why mistakes matter in learning. Students and teachers researched how the brain works and how we learn. This was embedded in all aspects of learning. All students understand the difference between a growth mindset and a fixed mindset. Additionally, the school has begun to implement a mindfulness program into the school curriculum. This will continue into 2019.

Taren Point has a strong Learning Support Team (LST). The team meets fortnightly to proactively plan and discuss student referrals, have professional dialogue in regards to student challenges and develop strategies to meet student needs. Parents are kept well-informed of additional resources for students who need support emotionally, academically or behaviourally. Both our school chaplain and school counsellor are an integral part of the LST and students who need support are referred to these services. Support is provided in a range of ways. Our school counsellor provides counselling support to referred students and assists families to link to other support agencies and personnel in the community.

In 2018, 16 students had an individualised Learning Support Plan developed collaboratively by the class teacher, parents and the Learning Support Team. Parents and teachers work together on these plans throughout the year to ensure they continue to be effective. In addition, personalised learning plans were developed and implemented to support students from an Aboriginal background. Identified students are supported by our committed Learning and Support Teacher (LaST). 17 students were supported with their literacy learning in small groups and also with in-class support. 3 volunteers from Woolooware Shores supported 18 students in a reading program and students from Endeavour Sports High School implemented a buddy reading program with students from K-4. Additionally, an extension writing group was also introduced this year with students in Stage 2 and 3 being withdrawn to work in small groups.

### Public Speaking

During 2018, all students K-6 focussed on Speaking and Listening within the classroom through weekly speeches as part of homework, speaking and listening activities and classroom discussions. In Term 2, students from all years presented formally prepared persuasive speeches to their class and teacher. One child from each stage was then chosen to represent Taren Point Public School at Zone level.

### Choir

At Taren Point, all students in Years 2 – 6 participated in the school Choir program in 2018. The Junior and Senior choirs trained weekly throughout the year to improve vocal control and develop a song repertoire. Students participated in a combined schools choir at the Sutherland Shire Schools' Music Festival held in Term 3. The choirs also performed at assemblies, Education Week, Open Day and Grandparents' Day.

### Dance

This year, 26 students participated in the Junior and Senior dance groups; Junior (K-3) and Senior (Years 4-6). Each ensemble participated in weekly classes and were given the opportunity to perform at events including Open Day for Education Week, Grandparents' Day, the Sutherland Shire Music Festival, the In The Spotlight Dance Festival and during our annual school Presentation Night.

## **Leadership**

The Student Representative Council (SRC) at Taren Point Public School for 2018 has had 14 students represent their class throughout the year. Their leadership role has included attending regular meetings, communicating and the exchanging of ideas to and from the SRC and promoting SRC events in the school. The SRC have held two mufti days this year, raising money for charities. In Term 2, the SRC held a Superhero day to support the Heart Kids Foundation, while there was a Bandanna–Mufti Day in Term 4 supporting Canteen.