

Teralba Public School

Annual Report



2018



3183

Introduction

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

2018 was another busy year at Teralba Public School. This year saw the start of the new 3 year strategic plan, 2018–2020. Staff and community members worked hard to develop a plan that would make the most impact to the educational outcomes for all the students at Teralba Public School. The three strategic directions that have been developed align with the 'School Excellence Framework'. Strategic Direction 1 Learning, Strategic Direction 2, Teaching Strategic Direction 3 Leading.

In 2018 Teralba Public School continued to develop and foster strong professional and student relationships with other local schools, particularly the LMAC (Lake Macquarie Area Collegiate) schools. Some examples of these strong partnerships include regular professional development opportunities, regular LMAC committee meetings and combined major and minor camps for years 3 to 6.

In school, staff continued to work hard in implementing the new History and Geography syllabus and plot students against the new progressions document. Professional development centred around staff understanding the progressions, the History and Geography syllabus and BNL (Building Literacy Numeracy).

Teralba Public School is committed to improving the lives of all students who attend. We pride ourselves on knowing our students well and the community that they belong to. I wish to thank the staff and all the parents who assisted us in achieving the school goals in 2018.

Richard Metcalf

Principal

School contact details

Teralba Public School

York St

Teralba, 2284

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

teralba-p.school@det.nsw.edu.au

4958 2117

School background

School vision statement

At Teralba Public School we are committed to valuing, nurturing, and developing the whole child socially, emotionally and academically. As a community we strive to develop skills that support lifelong learners and believe that education is empowering and can make a difference. We guide, inspire and challenge our students to become creative, resilient and resourceful, succeeding today and being prepared for tomorrow.

School context

Teralba Public School is a small school on the northwest shores of Lake Macquarie in the Hunter region.

It has 18% of students identifying as having Aboriginal heritage.

Teralba Public School has an Index of Community Socio-Educational Advantage (ICSEA) of 917. The Australian average is 1000. We have a Family Occupation and Education Index (FOEI) number of 133.

Teralba Public School has strong connection with the school community and the wider community through the P&C. Staff actively seek consultation from the local AECG, Mankillikan, and Aboriginal parent body.

Teralba Public School entered the Early Action for Success (EAFs) program in 2014, a strategy aimed at improving students' performance through a targeted approach in early years of primary school, and thus we employed an Instructional Leader to assist the teaching and learning programs in the junior years.

Teralba Public School has been heavily involved in evidence based Learning and Wellbeing programs such as PBL and all K–2 staff are trained in and use Language, Learning and Literacy (L3). Staff are all trained and practice BNL throughout all classrooms.

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.

2018 was the beginning of the new 3 year school planning cycle (2018–2020). Teralba Public School undertook a rigorous review of the 2015–2017 plan and made informed, collaborative decisions to continue the excellent work that has already been undertaken. Using the School Excellence Framework as a guide to drive the planning, it was decided that the school plan would reflect the SEF directly. The three areas of focus are 1: Rich engaging and diverse learning, 2: Committed, collaborative and accountable teaching and 3: Supportive, strategic and inspiring leadership.

In the domain of 'Rich engaging and diverse learning', the school has demonstrated efficient implementation of programs in the areas of quality learning with all staff undertaking necessary professional development to improve classroom practice. The schools performance in this area has been evident through a variety of data collection points, self assessment tasks and observations. The school expertly plans and differentiates all teaching and learning programs to cater for all students within the school. Teralba Public School has continued to implement PBL with all staff

In the domain of "Committed, collaborative and accountable teaching" staff engaged in a rigorous professional development schedule that allowed for collaborative planning and observation. Not only at Teralba Public School but also across the network of local schools. Employment of additional leadership staff has also allowed for increased mentoring opportunities.

In the domain of "Supportive, strategic and inspiring leadership" staff provided more opportunities to students to develop leadership opportunities including the development of the 'green team', school debating as well as student organised sporting activities and events. Staff assisted the greater community in leading and running a variety of events with a highlight the annual Carols night in December.

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

Rich engaging and diverse learning

Purpose

Teralba Public School students are engaged in rich, meaningful learning experiences, developing the vital skills for flourishing at school. All students are supported to make informed decisions that enable successful future learning, social and emotional interactions and employment opportunities. Our students will become equipped with the necessary skills required to make informed contributions as citizens and leaders now and into the future.

Overall summary of progress

Staff at Teralba Public School develop and foster a learning environment that is "Rich engaging and demonstrates diverse learning".

This was specifically targeted in 2018 with the whole school K–6 continuing the rich learning in maths with the Building Numeracy Leadership (BNL) Program. Training continued with all staff participating. Teachers continued to use PLAN data, along with knowledge of stage appropriate Mathematics and Numeracy syllabi outcomes, to direct classroom practice and tiered intervention supports, particularly in line with the EAfS direction.

Staff continued their professional development journey with a focus on implementation of the History and Geography syllabus.

Reviewing data, staff recognised that most students have made pleasing progress in most areas targeted.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| Increase the percentage of students achieving higher than expected growth in literacy and numeracy, based on internal school progress and PLAN 2 achievement data. | <p>\$20 000 Aboriginal and Socio-economic background funding) Some of these funds were allocated to employ increased SLSO time to support student learning needs. Some money was allocated to employ a teacher to run additional literacy and numeracy time in order to open a fourth class.</p> <p>\$63 709Employed Instructional Leader (IL)to lead the implantation of the EAfS program. The role of this IL was to lead professional development, target specific intervention for tiered 2 and 3 students and support teachers in implementing high quality pedagogical practices.</p> | <p>Co-planning time implemented to analyse data on a regular basis.</p> <p>Professional development was targeted to accommodate needed growth area. ie BNL and continued CTJ training.</p> |
| Increase the percentage of students achieving minimum stage appropriate outcomes in all 4 areas of ACARA's 'Critical and Creative Thinking' continuum. | <p>\$5000</p> <p>BNL Professional development, Teacher release and course fees.</p> <p>Resource purchase</p> | <p>Introduction of disposition lessons across all classes and stages.</p> <p>Classroom visuals used throughout the school.</p> <p>BNL lessons taught with more lesson observations.</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| Reduce the number of negative school based data incidents each year, including the number of students attending Reflection Room. | \$30000 PBL rewards day Staff employment | Increased LAS support with school funds by 0.3 FTE. Improved reward system and reporting to parents introduced. Improved LAS meeting reporting |

Next Steps

With the development and implementation of the new 2018–2020 school plan, staff will continue to focus on achieving the milestones for learning that have been established. Quality teaching with a focus on differentiation for students with specific learning needs will continue to be a focus.

Staff will develop their skill with Learning Sprints, writing and data driven differentiation.

More work on 'Critical and creative thinking' syllabus is needed with staff identifying that they did not have a deep understanding of the syllabus.

Staff identified that student resilience has somewhat improved but further work is needed.

The implementation of the new PE syllabus will also be a major focus.

Strategic Direction 2

Committed, collaborative and accountable teaching

Purpose

Teaching at Teralba Public School is distinguished by high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence based. Individually and collaboratively, all teachers evaluate the effectiveness of their teaching, with a shared responsibility for student improvement through the observation of each other's practices.

Overall summary of progress

In 2018 it was recognised that staff and students wanted to develop a deeper understanding of research based pedagogy. This drove the many professional development sessions in the school. Staff recognised the different skills that each other possessed and as such took many opportunities to observe each other and plan collaboratively and collectively.

Under the guidance of the school instructional leader and learning and support teacher staff planned individual goals that were in line with the schools plan. This allowed for more targeted professional development and greater impact on each student.

An increased focus of important transition points has allowed for students to continue the progress demonstrated in K–2 through to the senior years.

Regular staff meetings were organised outside the compulsory times for staff to sit and compare a variety of programs and teaching strategies to improve the planning process.

A variety of combined staff development opportunities were provided in order for staff to work with colleague staff in neighbouring schools.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| All teaching staff use PLAN2 data to inform and differentiate all teaching and learning programs. | \$5000 Teacher release and professional development Resources | Staff development, specifically targeted at student engagement and differentiation. Increased release and collaborative staff time to review and plan future directions with PLAN2. Junior staff attended professional development on PLAN 2 |
| All teachers have an in–depth knowledge of the Literacy and Numeracy Progressions with an ability to link this to classroom practices and syllabus outcomes. | \$10000 Teacher release and professional development days Resources | All staff attended DoE run progressions training to increase knowledge. In class support for staff in progression implementation Ipads purchased for each staff member to use as a tool to collect evidence to plot students on progressions Staff PDP aligned with increase of knowledge of progressions. |
| There is an increase in the proportion of students demonstrating active engagement within their learning. | | Staff have worked with students to set personal learning goals that align with progressions. Us of online app to communicate with parents student goals and progress. |

Next Steps

Teralba Staff have recognised the value of Instructional Leadership and the direct effect that has had on student learning outcomes as well as staff capacity. This value will see the employment of an additional staff member to support staff in the senior school in instructional leadership. Within this model, it is planned that all staff will get more significant planning and support time that will also allow for greater use of data.

Regular mentoring opportunities will be presented as staff work in the larger staff setting.

Greater opportunities to collaboratively plan, teach and assess with each other and with other neighbouring schools.

Strategic Direction 3

Supportive, strategic and inspiring leadership

Purpose

Strong, strategic and effective leadership is fundamental to school excellence. Excellent leaders have a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, social development and success. Teralba Public School staff are highly committed to realising the school's vision through inspiring leadership in staff and its students, and by planned and proactive engagement with parents and the wider community.

Overall summary of progress

Teralba Public recognises that a vital role of schools as helping people to develop the vital skills to lead within the community. Through recognising this staff have planned to develop greater leadership opportunities for students, the community and themselves.

As a staff increased leadership opportunities were presented through a variety of means and opportunities. Staff led a variety of student based activities including public speaking, sporting opportunities and STEM. Staff also led the community in a variety of activities including Community Carols and PBL fun days.

PATCH; Parents and Teachers as classroom helpers began at Teralba Public School with 4 parents getting involved.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|--|
| Increase the proportion of parents that are satisfied with the communication received. | | Improved parent communication with 2 staff members participating in professional development PATCH (Parents and Teachers as classroom helpers) run at Teralba and neighbouring schools. |
| All teaching programs, aligned with student work samples, demonstrate a well researched performance culture that is directed by current best practice to embed high expectations, with a clear focus on student progress. | \$1500 Teacher release | Observation of teaching programs evidenced the increased focus on professional development and research base 5 weekly data collection in all classes has shown clear evidence of progression. |
| Increase in staff accessing leadership opportunities which support the school vision. | \$5000 Teacher professional development and course fees. | Some increased activity with better goals to achieve this aimed at 2019 |

Next Steps

Looking forward, knowing that the current staff have been working at Teralba Public School for a number of years, greater leadership opportunities will be presented. This has been formalised through the PDP process with each staff member identifying the need to have more leadership opportunities. These opportunities will present themselves by means of staff professional development and student led programs.

Data collection on parent satisfaction needs to improve with a greater proportion of parents needed to participate.

1 staff member also identified a desire to increase community leadership opportunities within their PDP and will work closely with executive and the P&C.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|--|
| Aboriginal background loading | \$22821 See Strategic Direction 1 and 2 for full details | Individualised Literacy and Numeracy programs delivered Mentoring groups established Improved Aboriginal resources allocated Increase teaching time. |
| Low level adjustment for disability | \$97 438 See Strategic Direction 1 and 2 for full details | –Additional support staff engaged –Development of Individual Education Plans for students with a disability with increased parent consultation –Development of Health Care Plans for all relevant students –Staff development targeted at individualised needs Increased LAS support and allocation. |
| Quality Teaching, Successful Students (QTSS) | \$10738 See Strategic Directions 1, 2 and 3 | Professional Development for all staff –Individualised support of identified students within Numeracy and Literacy sessions –Use of School Chaplain to support the needs of students and their families |
| Socio–economic background | \$138 709 Instructional Leader Staff allocation equal to 0.4 FT at Deputy Principal level RAM Equity funding | Extensive professional learning has been delivered to support staff in improve Literacy and Numeracy benchmarks K–2 –All teachers have used PLAN for diagnostic assessment and began the process of plotting all students on the National Literacy and Numeracy Progressions. –PLAN data has successfully been used to inform teaching and to identify tier 2 and 3 students to target specific areas of learning required to ensure every student reaches their expected benchmarks. Employment of Instructional Leader under the Early Action for Success program. Employment of additional staff to support Literacy and numeracy teaching. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 44 | 39 | 36 | 42 |
| Girls | 37 | 32 | 29 | 28 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 94.5 | 98 | 94 | 92.2 |
| 1 | 93.8 | 96.1 | 96.5 | 91.6 |
| 2 | 93 | 96.9 | 97.2 | 94.9 |
| 3 | 94.8 | 95.5 | 96.2 | 93.7 |
| 4 | 88.7 | 98.2 | 86.4 | 93.9 |
| 5 | 92.4 | 94.1 | 89.4 | 83.2 |
| 6 | 91.6 | 94 | 92.5 | 86 |
| All Years | 92.8 | 96 | 93.2 | 90.6 |
| 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

Teralba Public School staff follow all DoE guidelines in obtaining information about student absences. This is done via text messaging, phone calls and parent meetings. Teralba Public School worked closely with the HSLO staff to monitor student attendance.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Classroom Teacher(s) | 2.51 |
| Learning and Support Teacher(s) | 0.3 |
| Teacher Librarian | 0.17 |
| School Administration and Support Staff | 1.41 |
| Other Positions | 2 |

*Full Time Equivalent

No staff member is identified as being of Aboriginal or Torres Strait Islander descent.

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 | 15 |

Professional learning and teacher accreditation

As part of our commitment to delivering the highest quality education to the students at Teralba Public School, all staff engaged in a robust professional development calendar. This included numerous professional development opportunities for staff from other local and like minded schools. Professional development opportunities included compulsory training in CPR, anaphylaxis, PBL, Literacy continuums and progressions, STEM, BNL, 'What Works Best' reflection guides, professional readings and dispositions.

Professional development was run in conjunction with the three strategic directions. These sessions were conducted by various members of staff throughout the year.

There was no permanently employed beginning teachers, but Teralba PS continued to offer continued support to all teachers through the PDP process.

Financial information

Financial summary

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

| | 2018 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 6,147 |
| Revenue | 1,321,507 |
| Appropriation | 1,274,346 |
| Sale of Goods and Services | 511 |
| Grants and Contributions | 45,247 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 1,403 |
| Expenses | -1,185,477 |
| Recurrent Expenses | -1,185,477 |
| Employee Related | -1,098,326 |
| Operating Expenses | -87,151 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 136,030 |
| Balance Carried Forward | 142,177 |

Teralba Public School's financial management process and governance structures adhere strictly to all policies within the Department of Education. Working as the schools' financial committee the Principal and SAM make fiscally responsible decisions based on the student needs, strategic directions and future school needs.

A full copy of the school's financial statement is tabled at a general P&C meeting within 12 months of being presented to the Director, Public Schools NSW. Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

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

| | 2018 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 631,475 |
| Base Per Capita | 12,569 |
| Base Location | 0 |
| Other Base | 618,906 |
| Equity Total | 133,485 |
| Equity Aboriginal | 22,821 |
| Equity Socio economic | 67,103 |
| Equity Language | 0 |
| Equity Disability | 43,561 |
| Targeted Total | 102,669 |
| Other Total | 285,413 |
| Grand Total | 1,153,042 |

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 Years 3, 5, 7 and 9 Literacy and Numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2018, Teralba Public School performed above State average in Numeracy and Writing for year 3 and 5, with outstanding growth in most areas.

Information can be obtained from 'myschool' website.
<https://myschool.edu.au/>

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.

Due to having less than 10 students sitting the NAPLAN Literacy assessment, we cannot report on

individual results.

Information can be obtained from 'myschool' website.
<https://myschool.edu.au/>

Due to having less than 10 students sitting the NAPLAN Numeracy assessment, we cannot report on individual results.

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Parent/caregiver, student, teacher satisfaction

In 2018 we sought the opinion of parents, students and teachers through the Tell Them from Me (TTfM) Survey. At the completion of the survey staff collectively analysed the data to determine areas for improvement surrounding satisfaction levels.

Results from the survey showed that Teralba students in years 3–6 were close to the NSW government norms for feeling confident of their skills and that they receive high challenge (46% Teralba vs 53% NSW Govt norm). An area for improvement was identified with the 25% of students who identified English, Science or Maths challenging, as opposed to the NSW Govt norm of 14%.

The teacher questions in the survey assessed eight of the most important Drivers of Student Learning, with research consistently showing these factors to be strong correlators of student achievement. Pleasingly, Teralba teachers surveyed in line with the results from NSW Govt norms, with the highest attribution being that we are an inclusive school.

The parent survey is based on Joyce Epstein's framework for fostering positive relations between the school and the community. The survey results indicated that parents feel that our school is more inclusive than the NSW Govt norms. An area identified for improvement was in the 'parents are informed' responses. Steps have been put into place as part of the new 2018–2020 Strategic Plan to combat this lack of satisfaction.

Policy requirements

Aboriginal education

Teralba Public School efficiently embed Aboriginal Education across the whole curriculum, not only teaching traditional and contemporary Aboriginal culture but also empowering Aboriginal students to reach their full potential, ultimately 'Closing the Gap' in education. Staff have all been trained in Aboriginal 8 Ways of Learning and embed these pedagogies throughout the curriculum.

All staff engaged in meetings to discuss Personalised Learning Pathways (PLPs) with parents of students who identify as Aboriginal to support their learning needs.

Multicultural and anti-racism education

Teralba Public School embraces an attitude that allows for multi-cultural education to be taught across the school. All classes engaged in a variety of lessons that focused on 'harmony' and understanding of people who may have different beliefs or come from different backgrounds. We received NAP funding for students with non-English speaking background who enrolled at Teralba Public School and used this funding to support their development of the English language.

Teralba Public School has a dedicated ARCO officer, who regularly discusses different aspects of respect in staff meetings and with the school.