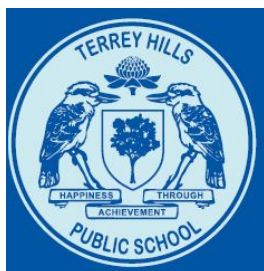


Terrey Hills Public School Annual Report



2018



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Introduction

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

Gai MacLennan

Principal

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School background

School vision statement

Terrey Hills Public School provides students with a quality education in a nurturing, innovative learning environment to inspire learners to be flexible thinkers who evaluate information critically and apply it to their world.

We work together as a school community, focusing on the whole child so that all students are known, valued and cared for. Every student is engaged and challenged to continue to learn alongside every teacher and leader as they develop professionally to ensure that the school improves each year.

School context

Terrey Hills Public School is a small friendly community school on huge grounds of over 4.2 hectares. The residential area is largely surrounded by national parks and acreage, making the school feel like a country school in the city. With council bans on real estate development for the area, the enrolments at the school have been fairly stable over the last decade. Much of Terrey Hills is zoned for rural purposes. Most students can walk or ride to school.

In 2018, students from language backgrounds other than English make up around 18% of the school population.

With the school's focus on growth and improvement, students from all grades set their learning goals each term and are supported by their teachers to reach them.

Participation in extra-curricular programs is encouraged. Over 50% of the school's students participate in extra music lessons and attend concert band or string ensemble. Other extra curricular activities include dance, sport, public speaking, debating, choir, robotics and an environmental club.

Terrey Hills Public School is a member of the Warringah Community of Schools and Pittwater Network.

The Terrey Hills Public School P and C supports the school by providing a number of services for families such as canteen and uniform shop and a calendar of events. It generously funds resources for the students to help meet student needs and has been pivotal to our focus on new and emerging technologies and future-focused pedagogies.

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**.

When completing the SEF S-aS school leadership teams work collaboratively to:

- reflect on the statements of excellence in each element
- consider our school's evidence
- refer to the descriptors for each theme in confirming our school's thinking and select all descriptors that are relevant to our school.
- arrive at an on-balance judgement as a reflection of the descriptors and the **statement of excellence** for each element.

Learning

In the area of Learning the school's overall scores show that it is ranked as sustaining and growing. Teachers spent some time familiarising themselves with the variety of tools that See Saw is able to provide. The school has investigated safe use of the information stored on the app site and See Saw opens to parents in early 2019. Students continued to set academic and personal goals and learned through feedback from teachers and peers to evaluate how they were progressing towards these goals. Two classes participated in the School Drama Program with Sydney Theatre Company and Sydney University to develop skills in delivering the English in a more effective way.

Teaching

In Teaching the overall score was sustaining and growing. Staff collaboration continued for programming and this is evidenced in class and stage programs. Professional learning is valued by staff who are always looking for ways to improve the outcomes for students through improved classroom practice. Several teachers participated in the Warringah Community of Schools Quality Teaching Project. Teachers from other schools came to observe our staff and give feedback to them and our staff did the same for teachers outside our school.

Professional learning for early career teachers was a priority in 2018, with three of these teachers achieving accreditation at proficient level.

Leading

In the area of leading the school is delivering through school planning and reporting and educational leadership. The leaders have had some focus on management of new systems as they were introduced by the Department of Education. Financial management is sound with the school scoring very highly in the financial, Work Health and Safety and attendance audits that were carried out by the Department in term 4 of 2018. School facilities are well used by the community and other groups. Spaces have been used by Peripatetic Music teachers, speech therapists, occupational therapists, local sporting groups, Warringah Brass Band and the Wellness markets. Additionally the school provides OOSH care through Camp Australia who lease the building.

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

Provide a strong foundation in literacy and numeracy; deep content knowledge and confidence for students to learn, adapt and succeed.

Overall summary of progress

Several members of staff undertook Quality Teaching Rounds under the guidance of Dr Julie Bowe from Newcastle University. They attended 6 hours of professional development and follow up readings while observing other teachers from district schools and each other.

Other staff observed the work of colleagues during their work on the iPlay Program, offering feedback. All K–2 teachers participated in the L3 literacy program and were able to have the support of a trained facilitator.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 80% of students demonstrate expected growth per semester across literacy and numeracy progressions.	See funds used for learning support	80% of K–2 students made expected growth. In NAPLAN for Years 3 and 5 approximately 50%–78% of students made expected growth depending on the test. Students in K–2 were monitored every 5 weeks by the facilitator for L3 and the class teacher. Students showed improvement each period. Students were each tested on the SENA scale for mathematics and monitored for progress to the next level over time. In Years 3–5 students were regularly assessed in literacy and numeracy.
Teaching and learning programs show differentiation.		Teaching and learning programs were changed to meet the needs of students based on their assessment information. Class programs were differentiated for specific students/ groups and this was indicated in the program of learning. Some students needed individual plans which were made with the support of the school's Learning and Support teacher.. Class programs were evaluated for their effectiveness
All staff participate in regular, reflective professional learning.	\$14 000	PL workshops were usually held weekly with specific topics related to the school's strategic directions. Additionally staff attended sessions or days for needs identified by the teacher or the school for their own professional growth. Some professional learning funds were used to release teachers to plan teaching programs and assessments.

Next Steps

In 2019 teachers will continue to work across the stage to provide programs in mathematics which are specific to the understanding of groups of students, with assessment and reflection regularly to ensure the students are moving forward.

Strategic Direction 2

Engaging Learners for the Future

Purpose

Provide opportunities and quality learning environments for all students to be positive, engaged future-focused learners for further learning challenges and experiences.

Overall summary of progress

In many classrooms, as pedagogy changed more towards the students making more choice over their style of presentation or learning, teachers made changes to their classroom set up. Different furniture and layouts of classrooms developed as teaching styles caught up to learning styles promoted for students. The comfort of students as learners was a bigger consideration as was the collaborative nature of learning in the present time.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Flexible learning environments are utilised within the classroom and whole school setting.	\$3531	Provision of specialised and flexible furniture has been slowly increasing.
Increase in number of students demonstrating confident application of digital technology skills.	\$4 000	Students in stage 3 are proficient at use of Chromebooks. The school has completed the NAPLAN online preparation tool and the results showed that we are ready to proceed to online testing in 2019. updated iPads provided for staff to use See Saw app for their classes.

Next Steps

A digital scope and sequence will be developed in line with the mandatory strand (from 2019) in K-6 Science and Technology Syllabus.

In 2019, using digital technologies skills as outlined in the Australian Curriculum and the mandatory Science and Technology syllabus will be explicitly taught each week to all grades. This is in addition to integration of technology in all KLAS.

Student comfort and learning styles are to be increasingly considered when classroom furniture is purchased. Flexible learning spaces will continue to be encouraged to meet pedagogical needs and changes.

In 2019 staff will hold a series of workshops based on research by Michael McQueen entitled *Teaching for Tomorrow* and Lee Crockett's Wabisabi site, specifically the Key Fluencies such as *Solution Fluency*. These will provide a basis for quality discussion about the types of skills students of the future will need to develop.

Classroom teachers have requested more flexible furniture for their rooms to meet the needs of new pedagogy. This will be purchased during Term 1 of 2019.

The school will undertake NAPLAN online testing in 2019.

Strategic Direction 3

Wellbeing for students and the community

Purpose

To meet the learning and wellbeing needs of all students with a school that nurtures, guides and inspires students academically, physically and socially.

For students to be active, engaged and self-regulated learners who are ethical members of the community.

Overall summary of progress

The Got it Program ran throughout terms 2 and 3 with follow up interviews with parents and staff occurring in term 4. Staff were able to access 6 hours of professional learning about emotion coaching. This fitted very well with the PBL values and approach to discipline already in the school. Small groups were run by staff from NSW Health for children and for parents each week, with support for parents available throughout the process.

The revised Wellbeing Policy was adapted by the school in 2018. Our kindness awards were established with students being recognised for kindness to others. "Choose kind" has been the mantra for staff and students faced with "annoying" situations. We continue to encourage students to develop empathy for each other and to recognise that their reaction may escalate situations unnecessarily. Students attended a workshop with Luke S Kennedy who gave them insight into overcoming adversity and the value of positive self talk.

Staff completed the iPlay modules. Feedback on the program was very positive. Students were more active in their PE lessons and also in the classrooms as the teachers took on board the idea of lesson breaks being both brain and body breaks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students demonstrating active engagement with their learning.	\$6000 library resources and courses	Students have borrowed over 22000 books from the school library. The extra curricular music program included more than half of the school population. Sixty parents attended emotion coaching workshops and teachers undertook extra training in this area. Referrals to the executive team dropped for lower level events, allowing quality time to be spent with students having higher support needs.
Increase use of and reflection of personal students goals.	Professional Learning on Visible Learning and Growth Mindset	Staff have participated in Professional Learning on Visible Learning and Growth Mindset during Staff Development Days and Professional Learning Afternoons. Students have personal goals displayed in the classroom and regularly reflect with their teachers on their growth and where to next.

Next Steps

In 2019, we will need to review the use of mobile devices in the school for non-educational purposes. An updated policy will be written which must include the range of other devices besides phones used by the students..

A review of the anti-bullying policy needs to be undertaken with particular reference to the amount of social media our students are using outside of school. We will continue to do units of work with all classes about responsible use of the internet, using the excellent resources from the commissioner for e-safety and Second Step Program lessons integrated into classroom lessons.

General student wellbeing will be tracked with Tell them From Me surveys and office referrals. A number of students will

need to be supported by the executive programs in the school.

In a wider context, we will review how students from the district may be supported by our school.

Wellbeing for staff will be important for us to develop ways of dealing in a high stress, high pressure environment. In addition to offering NESA units on student wellbeing and modules from Be You, to give staff more skills in working with students and families with mental health and other issues, staff will be encouraged to do some meditation/ exercise activities to take care of themselves.

Student goals will be revisited with new staff expected in the school in 2019. A course with Dan Haesler has therefore been booked for a School Development Day.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	SLSO salaries \$47 508.35 LAST salary \$41 232.80	Two part time SLSOs were employed to work with targeted students under the guidance of the Learning Support Teacher who was funded for the equivalent of 0.4. Students in this program were able to access some individual and small group help. Individual programs were provided for students with specific disabilities or a differentiated class program was provided.
Quality Teaching, Successful Students (QTSS)	Salaries for release of staff to support learning programs, release of executive staff to mentor teachers \$48 693.95	QTSS hours were allocated for beginning teachers to observe experienced teachers in practice and for mentor teachers to observe beginning teachers. 80% of class teachers completed modules for iPlay and this approach was in evidence in their PE lessons. The L3 program gave all K–2 teachers the opportunity to be mentored by an expert in early literacy throughout the year
Support for beginning teachers	\$15 764.31	Three beginning teachers were able to achieve their accreditation in 2018. In addition, quality additional professional learning was made available to them in literacy, PD/H/PE, spelling and mathematics.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	121	122	132	130
Girls	104	112	117	113

Enrolments at the school remain fairly constant due to council zoning regulations which prohibits development in the area. A number of families who left during the year were seeking cheaper options interstate or intrastate. 2018 saw an increase in the number of Kindergarten enrolments.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	98	97.1	96.2	94
1	94.3	94.7	95.7	95.8
2	94.6	95.6	97.1	95.5
3	96.5	94.9	95.9	96.1
4	95	96.4	96	93.3
5	96	94.3	95.7	95.7
6	94.4	96.1	93.8	93.8
All Years	95.6	95.5	95.8	95
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

Class rolls are electronically marked each day. Parents are required to provide a valid reason for a student's absence. Many parents take advantage of the school app which allows them to easily notify the school on their phone! Students with poor attendance are monitored by the principal and parents/ carers contacted. In some cases a review meeting may be

required, before the support of the home school liaison officer is sought.

Attendance of 100% is rewarded at the final presentation assembly at the end of the year. Attendance reminders and information is provided in the newsletter from time to time.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.24
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.42

*Full Time Equivalent

There are no officers or teaching staff of Aboriginal background in the school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	38

Professional learning and teacher accreditation

During 2018, three early career teachers gained their accreditation at Proficient level. Professional learning funds were used for a number of areas for staff development in line with the school plan. Allocation was made for teachers to observe each other as part of maintaining quality teaching levels, K-2 teachers were able to undertake L3 training. Staff were able to gain training in Emotional intelligence skills from the team from NSW Health. Dr Robyn Ewing from Sydney University presented a series of workshops to staff on literacy approaches and two teachers joined the Sydney Theatre Company and Sydney University joint venture School Drama. The whole staff attended Circle

of Security led by the school counsellor.

\$29 413 was spent on professional learning for all staff including a special allocation for beginning teachers.

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	468,508
Revenue	2,237,059
Appropriation	1,957,822
Sale of Goods and Services	5,041
Grants and Contributions	270,742
Gain and Loss	0
Other Revenue	0
Investment Income	3,453
Expenses	-2,294,617
Recurrent Expenses	-2,294,617
Employee Related	-1,975,531
Operating Expenses	-319,086
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-57,558
Balance Carried Forward	410,949

In 2018 the school underwent a financial audit by the DEC. The school met all requirements. The school received an excellent report for quality financial management.

- leave costs in 2018 were high because of a high rate of influenza and other illnesses suffered by staff.
- funds saved will be used to contribute to shade structures and costs for additional Learning and Support Officers

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	1,847,385
Base Per Capita	48,149
Base Location	0
Other Base	1,799,236
Equity Total	73,694
Equity Aboriginal	1,330
Equity Socio economic	5,481
Equity Language	11,597
Equity Disability	55,286
Targeted Total	0
Other Total	183,002
Grand Total	2,104,081

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. In Year 3 Achievement bands may range from Band 1–6, while in Year 5, the possible range is from Band 1–8

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.

Ongoing self-assessment occurred through data analysis, surveys and student achievement. Successful progress was evident in NAPLAN results with:

Growth

Year 5 Reading: 70% of students were at or above

expected growth in 2018.

Year 5 Grammar and Punctuation: 65% of students were at or above expected growth.

Year 5 Numeracy: While 54% of students were at or above expected growth in Numeracy in 2018 focus in the future will be to improve maths programming across the school.

Literacy

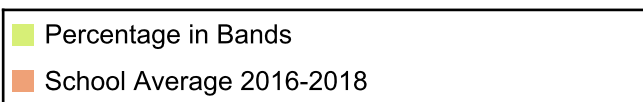
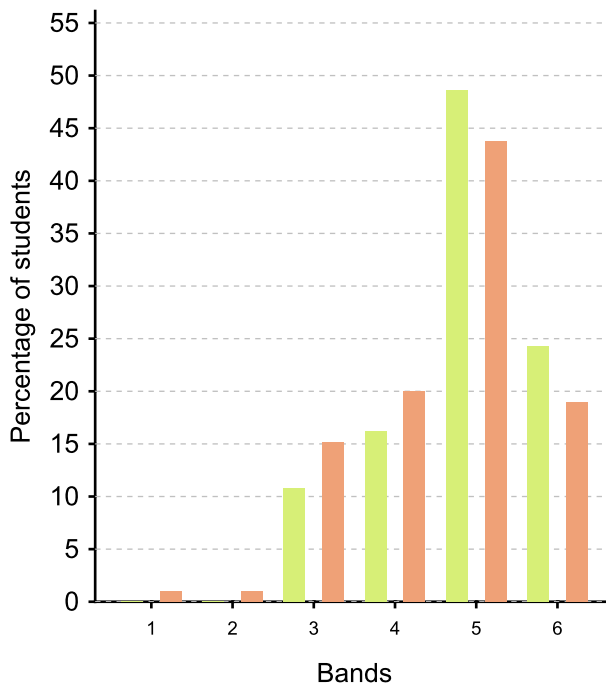
Year 3 Reading: Since 2015 an increase of percentage of students performing in the top two skill bands with 84% of students achieving Band 5 and Band 6 results in 2018.

Year 3 Spelling: Since 2015 students performing in the top two skills bands has increased by 3% with 64% of students achieving results in the top two skill bands.

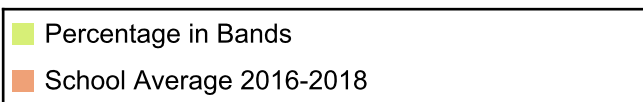
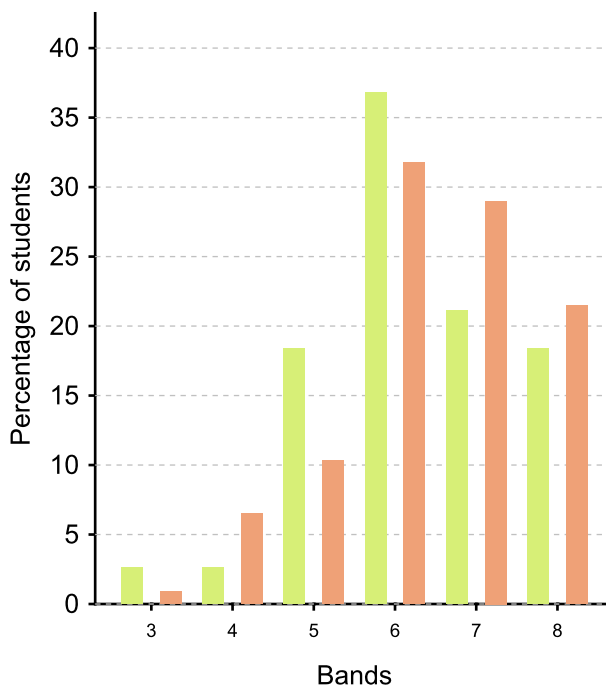
Year 3 Writing: 2018 writing results saw students obtain outstanding improvement in results in the top three bands with notable increase in students performing in the top skill band. 74% of students obtained results in the top three bands in writing in 2018.

Year 3 Grammar and Punctuation: There was an increase of 3% of students obtaining results in the top two skill bands since 2015. Going forward teachers will focus on grammar and punctuation to improve this increase in the future.

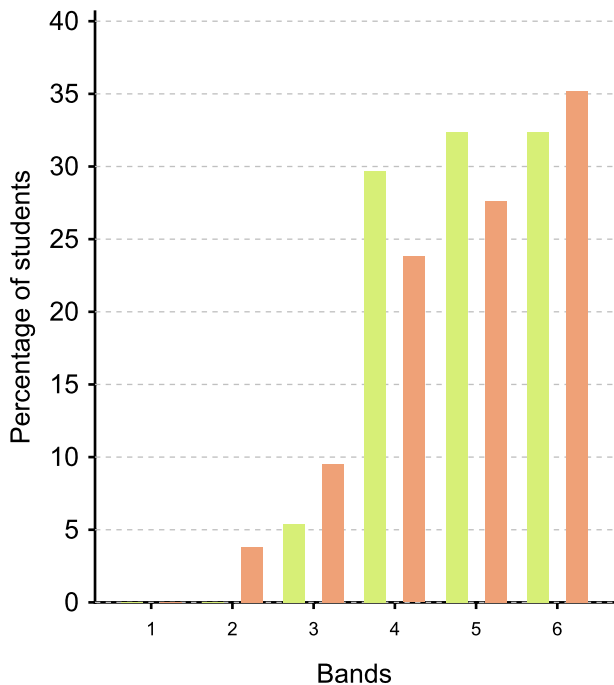
**Percentage in bands:
Year 3 Writing**



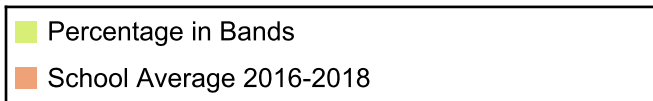
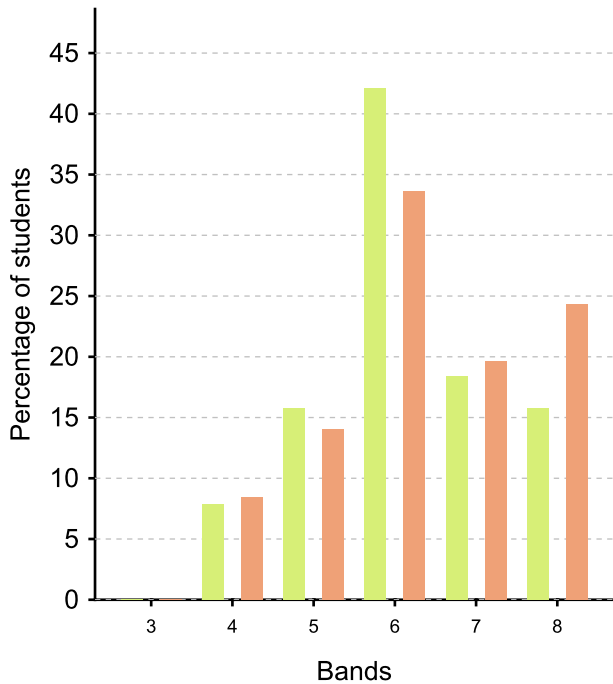
**Percentage in bands:
Year 5 Reading**



**Percentage in bands:
Year 3 Spelling**



Percentage in bands:
Year 5 Grammar & Punctuation



Numeracy

Year 3 Numeracy: Since 2015 there has been an increase of 23% of students performing in the top two skills bands with 68% of students receiving results in Band 5 and 6 in 2018.

Year 5 Numeracy: 32% of Year 5 students performed in the top two bands.

Percentage in Bands:
Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	2.7	8.1	21.6	40.5	27.0
School avg 2016-2018	0	1.9	17.3	28.8	22.1	29.8

Percentage in Bands:
Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	7.9	21.1	36.8	21.1	13.2
School avg 2016-2018	0	5.7	16	31.1	29.2	17.9

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.

Students in Year 6 participated in The VALID Science

and Technology Assessment in 2018.

- The average score received by students was 84.9%
- The score of 89.3% was achieved by more than 75% of the cohort.

Parent/caregiver, student, teacher satisfaction

The school received a number of communications from parents and grandparents citing the quality of the work being done in the school academically, creatively and socially to support student outcomes. Parents praised the range of activities and opportunities available to students especially for the older students. Parents of Stage 3 were particularly happy with the combined grade classes. They believe it will support their children for transition to high school. Year 6 students enjoyed the buddy process with kindergarten and the leadership opportunities offered in a range of interest areas.

Policy requirements

Aboriginal education

Funds for students with an Aboriginal background amounted to \$1330. This was used in the SLSO allocation to help the students in the classroom program.

The Warringah Community of Schools established a team of teachers to support Aboriginal students throughout the community. This included an offer to attend a bush excursion led by DEC Aboriginal Education Officers and accompanied by teacher volunteers from many of the schools. As the school also joins the Peninsula Community of Schools in 2019, our ATSI students will have increased opportunities presented throughout the year.

The Leadership Camp in 2018 provided an opportunity for the student leaders to review and redefine the school's Acknowledgement of Country with support from an Aboriginal Support Officer. This is used for our formal assemblies.

Multicultural and anti-racism education

There is a trained anti-racism officer in the school. With a low number of students and families from a Language Background Other Than English (LBOTE), teachers are proactive in studying another culture each year with their classes. All students from K-6 participated in the Italian language program during 2018. Students learned about the culture as well as some language structures in written and spoken language form.

Students are encouraged to enter the Multi-Cultural Speaking Competition.