

# Toronto Public School Annual Report



2018



3247

## Introduction

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

Kim Witt

Principal

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## Message from the Principal

2018 was a fantastic year at Toronto Public School. The Department of Education has set a goal that every student, every member of staff and every school improves every year. I can confidently say that we are meeting this goal.

Throughout 2018 we have set personalised learning goals for every student. Every student is engaged and learning. Our students can articulate their learning. They know where they are on their learning journey and their next steps to improve. They have shared this information with parents and carers by writing their own report cards in Terms 1 and 3 and through three way conferences. Our 2018 NAPLAN results show nearly 80% of our students have achieved greater than expected growth in reading, spelling, grammar and punctuation and numeracy. We are very proud of this achievement. TPS is doing a great job empowering our learners.

When we wrote our new school plan, our goal was for our children to walk through the gate each day knowing that good things were going to happen here. We refined our wellbeing systems and rebooted our PBL to help our students accept greater responsibility for their learning and their behaviour choices. Our results have been fantastic. 78% of our students have met all behaviour expectations all year, with zero orange plate behaviours. Another 16% of students have met behaviour expectations more than 75% of the time. This has been a significant shift in the culture of our school. It is evident in the learning taking place in classrooms, in respectful relationships and in the smiling faces of our children and staff.

Our TPS children are enjoying coming to school. We've brought the fun back into learning. Every Wednesday we have Scope IT. Our children are programming computers, designing web pages, engaging in 3D printing and developing technology skills and understandings that will empower them for the future. Most of the staff readily admit the children now know more about IT than we do!

Each week, every class has participated in specialised art lessons with Miss Leah. We were able to celebrate this fabulous program through our "Give Them Wings" art exhibition in Term 4. Our art program brought lots of joy and encouraged wonderful creativity. Our life-skills, gardening and sports programs such as running club, gymnastics, aerobics and touch football have contributed to the improved wellbeing of our students. We have encouraged a love of books by re-introducing our library lessons. Primary classes have engaged in CAPA groups – drumming, girls and boys dance groups, movie making and choir. These activities had helped our students to explore their talents and appreciate the talents of others.

Our Stage 1 children visited the Wetlands, Stage 2 snoozed at Taronga Zoo after taking in many of Sydney's sights and attractions. Our Stage 3 enjoyed three days at Point Woolstoncroft sport and recreation camp. And as a whole school we went to Glenrock to deepen our appreciation of Aboriginal history and culture. All of these excursions have enriched the life experiences of our students.

One of our greatest achievements this year has been the engagement of our community in our school. During 2017 we averaged 5 community members at our assemblies. Now our showcase assemblies have an average of 86 adults attending. Our students are enjoying the opportunity to share what they are doing at school with their loved ones. We value community presence and partnership in our school and are most grateful of the support we have received.

TPS is a vibrant, friendly, energetic environment. It is an inclusive school where all children are valued and supported to be their personal best. This is only made possible through a great team. We have a fantastic team of teachers and support staff who give of their best every single day. I sincerely thank each and every one of them for their commitment to and passion for their work and for their ongoing support.

TPS is a wonderful place to be. Our success throughout 2018 makes 2019 look very exciting. I feel incredibly honoured and proud to be Principal of Toronto Public School.

Kim Witt

## School background

### School vision statement

We believe all students can be successful.

At Toronto Public School we:

- Provide diverse, engaging learning opportunities to empower students.
- Focus on building teacher capacity and expertise to meet the needs of all students.
- Encourage authentic leadership opportunities and value the contributions of all stakeholders.

### School context

Toronto Public School currently has an enrolment of 168 students including 35 (21%) Aboriginal students. In 2018, our FOEI is 150.

We are identified as an Early Action for Success School and during 2017 saw significant increases in student outcomes across K–2. Analysis of NAPLAN results for 2017 revealed that students in Years 3 and 5 at Toronto Public School performed below state averages in Literacy and Numeracy. The challenge for our 2018–2020 School Plan was to ensure that we build on the success of the EAfS initiative and continue this growth in Years 3–6. We focused on developing every child's self esteem and confidence through PBL initiatives and rich creative arts, CCT, ICT, PD and sports programs.

In 2018, the newly created position, Wellbeing Coordinator focused on student wellbeing and providing additional support for students to develop self regulation strategies and engage effectively in learning. This complemented our PBL practices to ensure that learning takes place in a safe and respectful environment.

Our Instructional Leader and QTSS initiatives enabled staff to access ongoing, quality professional support to improve student learning outcomes with particular focus on Reading, Writing and Numeracy. We continued to incorporate Explicit Instruction (EI) pedagogy introduced in our 2015–2017 School Plan but extended our repertoire of teaching strategies and programs to ensure rich learning experiences and the development of vital skills for flourishing – now and in the future.

## 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.

In the Learning domain, our balanced judgement is that the learning culture of the school has shifted from 'Delivering' to 'Sustaining and Growing'. This is reflected in our commitment to all students making learning progress and developing partnerships with parents and students to plan for learning. The school actively analyses information to inform and support successful transitions and continuity of learning. We are very proud of the progress we have made in all themes related to Student Wellbeing. Our judgement reflects that we have shifted from 'Delivering' to 'Sustaining and Growing'. Every student can identify a staff member they can confidently turn to for advice and assistance at school. We are 'Excelling' in our planned approach to wellbeing and have implemented evidenced based change to whole school practices, resulting in measurable improvements in student wellbeing and engagement. We have well developed and evidenced based approaches to identify, monitor and review individual student learning needs. Behaviour expectations are explicitly, consistently and supportively applied throughout the school. Our assessment of Curriculum provision has shifted from 'Delivering' to 'Sustaining and Growing'. The school's evidenced based teaching practices provide a high expectations framework within which students effectively develop their knowledge, understandings and skills. We monitor and review our curriculum provision to meet the needs of our students as evidenced by our IT, Life Skills, Literacy and Numeracy interventions, Creative Arts and Sport programs. Teaching programs are differentiated to meet the needs of students and most students can articulate their learning and understand what they need to do to enable continuous improvement. Further gains have been made in the Reporting. In 2018, students created their own report cards in Terms 1 and 3 and participated in student led three way conferences early in Term 3. These initiatives were well

received by our community.

In the Teaching domain, we have shifted from 'Delivering' to 'Sustaining and Growing' for Effective Classroom Practice. Teachers collaborate across stages to share curriculum knowledge, data, feedback and other information regarding student progress and achievement. They employ explicit teaching techniques and use a range of strategies to explain and break down knowledge. A school wide approach to effective and positive classroom management is evident and support is provided to teachers where needed to ensure optimum learning. Our Instructional Leader provides mentoring and coaching to improve teaching and all professional Learning is targeted to meet school priorities. During 2018, teachers engaged in Creative and Critical Thinking PL to build their understanding of innovative, future focused practices.

In the Leadership domain, we have shifted from 'Delivering' to 'Sustaining and Growing' in all elements. Throughout 2018, we demonstrated a commitment to developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and a strong pipeline of leaders. This was evidenced by a temporary teacher gaining a permanent position and two relieving Assistant Principals gaining permanent executive positions. The PDP process evidenced all teaching and non teaching staff proactively seeking to improve their performance. Community engagement in the school has made very significant gains. The Tell Them From Me Survey and the 360 Reflection Tool reflect strong support for initiatives, systems and processes within the school. The school effectively uses facilities to deliver benefits to students. The school manages its finances strategically to gain efficiencies and maximise resources available to implement the school plan. All school staff are supported to develop skills for the successful operation of administrative systems and a positive customer service ethic is evident.

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

### Empowered Learners

#### Purpose

To provide effective learning and wellbeing systems for all students to enable them to deliver their best and develop as confident, creative individuals with personal resources for future success and wellbeing.

#### Overall summary of progress

##### Implementation of Positive Behaviour for Learning

At the end of 2018, students were surveyed about our PBL implementation.

The results were as follows:

- 90% of students believe the plate system is fair.
- 89% of students who reached purple plate believe that it gave them the opportunity to fix their behaviour.
- 100% used class dojo, however not all classes were shared with all staff.
- 94% of students liked having the Ladder of Success.
- 97% of students liked having a PBL reward day.
- 75% of students achieve level 40 reward but 91% of our student cohort believed that the Ladder system was fair.

These results reflect what our PBL data has been telling us. Further analysis of the data shows:

- 40% of students who reached purple plate, fixed their behaviour which did not lead to a negative Sentral entry. This strongly impacted the end result of 86% of students being in tier 1 for 2018.
- PBL data is in line with state benchmarks.
- Blueys Five rules implemented with staff improved the consistency of language and student understanding of expectations.
- Students engagement has increased as evidenced by academic data and calmer classrooms.
- Positive behaviour and calmer classrooms have positively impacted teacher wellbeing and moral.
- Students in tier 2 and 3 are responding to the support provided by our Wellbeing Coordinator.
- Tier 1 are responding to the Ladder of Success and the rewards in place for choosing positive behaviours.
- Our goal of 10% of students in tier 2 has been met.
- Our goal of 85% of students in tier one has also been met (86% average for 2018).

We contribute our success to the following factors: consistency in all settings, effective communication, implementation of the Ladder of Success, having a designated Wellbeing Coordinator, Stage 3 leadership as guided by the prefecture system, high expectations of students, revision of the plate system, implementation of a behaviour consistency guide, chill flow chart and designated chill areas in each classroom.

In 2019, we will continue to embed our new practices and support new staff to develop their understanding of systems and processes to ensure consistent, effective implementation. Kindergarten and the support classes will start the Ladder of Success at level 10 in Term 2 to give them time to settle into a new environment and routines.

We will also look at refining AP support with orange plate to ensure consistent and timely consequences. This will provide opportunities for students to have restorative conversations with executive staff will help to address and improve negative behaviour. Teachers consistently using 5:1 positive reinforcement can be improved by reviewing reward systems. In 2019, all classes will be on class dojo and shared with all staff to ensure students are receiving positive reinforcement in all settings of the school.

The student goal setting process has been focused on in primary planning days throughout 2018. It is steadily improving, however documentation and achievement of student goals is still a work in process. This is a further goal for 2019. Individual teacher performance has contributed to this result, with some staff prioritising this initiative more than others. Staff who had personalisation of learning as a PDP goal have had more success with this process in their classrooms. At the beginning of the year primary will discuss/plan and program for this to continue to embed goal setting to empower students as learners. In 2019, further planning in this area will incorporate personalised and timely feedback, supporting Strategic Direction 2.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The number of students with Tier 2 behaviour will be reduced to 10%.	Wellbeing Coordinator – \$40,000 RAM plus strategic use of Priority School Funding, and part time teacher.	In 2018, 86% of students were in tier 1. 10% of students were in tier 2. 4% of students in tier 3.  This is an outstanding improvement on our 2017 data
All students can set clear, measurable goals and articulate their progress towards achieving them.	Planning Days as part of our PL budget	All students in Years 3–6 set personalised learning goals . 80% of teachers effectively implemented this process.
All students are supported in goal setting by a parent or carer.		72% of families engaged in 3 Way Conference opportunities. encouraging parents to help set goals will be our focus in 2019.

## Next Steps

- \* Continue to refine and enforce consistent PBL expectations across the school, in every classroom and the playground. Use PBL walk throughs to ensure lessons are taught.
- \* Create a PBL checklist for the beginning of each year to ensure correct documentation/signage and visual aids are 100% evident in every classroom.
- \* Continue to refine data and analyse effectively to determine further PBL focuses.
- \* Strengthen "Orange Plate" processes so that students are receiving timely discussions and reflections, as well as correct AP support and parent communication. Possibly Paper documentation.
- \* Improve staff communication focuses.
- \* Refine and develop "Tier 2" interventions for maximum success.
- \* Refine and ensure goal setting process is documented correctly, adding student technology into the recording and achieving of their learning goals.
- \* Ensure learning goals is a significant part of student–led conferences.
- \* Build staff capacity for delivering timely and effective feedback for students, and using feedback to develop their next learning goals.

## Strategic Direction 2

### Expert Teachers

#### Purpose

To embed explicit systems that continually build the capacity of all teachers to employ evidenced based teaching to optimise learning progress for all students.

#### Overall summary of progress

New systems established throughout 2018 provided targeted professional learning to all classroom teachers to improve their capacity to maximise student learning outcomes. Implementation included delivery of infants and primary planning days, providing opportunities for peer observations and providing in-class modelling and support from our Instructional Leader.

All primary teachers and intervention teachers attended professional learning on the Seven Steps of Writing Success and the Super Six Comprehension Strategies. Teaching and learning programs reflect that structured teaching activities have been implemented throughout the year to expose students to key concepts of these programs. Professional dialogue around these new programs and student work samples were valued by all teachers as beneficial in improving their classroom practice.

All Stage 1 teachers attended the first year of L3 training, responding to new learning and making adjustments to their teaching practice throughout the year. In addition to attending training, teachers were supported with planning days at school to provide opportunities to collaboratively plan units of work and analyse work samples. This has optimised student progress in literacy, with a reduction in the number of students in Tier 2 and Tier 3 intervention from 21% to 6% and an increase of students in the Zone of Expected Achievement and the Zone of High Performance from 68% to 81% of the cohort across the year.

All teachers received additional training on the effective implementation of differentiated Reading Warm Ups based on evidence from student assessment. Reading Warm Ups were implemented consistently in 6 out of 7 classrooms, with the average increase in our Sound Assessment being 22% and the average increase in our Magic Word program being 11 levels across the school.

The school Building Numeracy Leadership Team attended professional learning throughout the year on providing students with rich learning opportunities in order to build understanding of Dianne Siemon's 'Big Ideas of Numeracy'. Members of the team have trialled new learning with their own classes, implementing Number Talks and rich tasks with a focus on building the perception of students as mathematicians. Initial professional learning has been delivered to all teaching staff, with all classroom teachers trialling Number Talks in their classroom.

Data tracking systems across the school have monitored student progress with their phonic knowledge, word recognition, reading fluency and reading accuracy. These spreadsheets have provided opportunities for teachers to track student progress and modify teaching accordingly and has allowed executive staff to modify whole school intervention programs and provide targeted support to teachers in response to data trends.

Use of the Learning Progressions to track student progress has been a focus for infant's teachers. Teachers have engaged in a number of planning days focusing on moderation of student work samples and videos and assessment grids have been developed for individual sub-elements to develop consistent teacher judgement. All teachers have tracked students against 7 of the sub-elements of the progressions and individual class spreadsheets have been developed to maximise the use of the data.

The school Instructional Leader has been effectively utilised to support teachers with the delivery of professional learning, modelled lessons, team teaching and effective feedback. Weekly timetables have been responsive to the needs of the staff and students and provided targeted support to individual teachers. All teachers indicated that the support received increased their confidence and ability to positively impact student progress.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Sustain Kinder 2017 to match state expectations through to Year 3. ie. NAPLAN 2020 meets	Instructional Leader \$96,000	Due to the removal of the Early Action for Success State Benchmarks with the introduction of the Literacy and Numeracy Learning Progressions this



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
state expectations.	<p>QTSS funding \$31,000</p> <p>LAST \$80,000</p> <p>Aboriginal Student Support \$15,000</p>	<p>year, we are unable to provide progress data for all areas of literacy and numeracy.</p> <p>84% of students from the original Toronto PS Kinder 2017 are meeting or exceeding state PM Reading expectations of Level 18 or above, with 63% of students are in our school Zone of High Performance.</p> <p>Throughout 2018, we have had a number of new enrolments in this grade cohort. Including these new enrolments, 77% of the cohort are meeting or exceeding PM Reading expectations and 51% of students are in our school Zone of High Performance.</p>
80% of students match state growth in reading, writing and numeracy.	Staff PL \$25 000	<p>In 2018</p> <ul style="list-style-type: none"> <li>• 72% of students met state growth in numeracy</li> <li>• 79% of students met state growth in reading</li> <li>• 42% of students met state growth in writing</li> </ul>
A 20% increase in the number of students achieving in the top two bands in reading, writing and numeracy	Literacy Funds \$30,000	<p>From 2017 to 2018, the number of Year 3 students in the top two bands increased by:</p> <ul style="list-style-type: none"> <li>• 18% in reading</li> <li>• 5% in writing</li> <li>• 21% in numeracy</li> </ul> <p>The number of Year 5 students in the top two bands increased by:</p> <ul style="list-style-type: none"> <li>• 16% in reading</li> <li>• 15% in writing</li> <li>• 15% in numeracy</li> </ul>

## Next Steps

- Investigate systems where teachers can access data tracking software remotely and simultaneously to improve accessibility and functionality eg Microsoft Office Sharepoint
- Refine data tracking systems to better monitor student reading using Fountas and Pinnell assessments beyond PM Level 30.
- Develop and implement a structured writing scope and sequence and assessment rubric to better monitor student writing in the primary grades.
- Refine systems for teachers to collaboratively engage in 'Data Talks' with the Instructional Leader to analyse student data and make adjustments to teaching practice.
- Continue to build teacher capacity to deliver Seven Steps to Writing Success in primary classrooms through professional learning, collaborative planning and in-class support.
- Continue to deliver professional learning for infants teachers on the effective implementation of L3 pedagogy.
- Support all teachers to develop their ability to deliver number talks and rich tasks through professional learning and in-class support.

## Strategic Direction 3

### Strong Leaders

#### Purpose

To model instructional leadership and support a culture of high expectations and community engagement resulting in sustained whole school improvement.

#### Overall summary of progress

**Students**— Our prefecture system is in place and all Year 5 and 6 students can articulate how it works. Our Year 6 students valued the opportunity to become leaders and their willingness to be role models for all students had a significant impact on our overall school culture. This resulted in 19 of 21 Year 5 students being eligible to be a Kindergarten buddy based on their demonstration of school values and prefecture expectations. Students willingly participate in the checklist process, openly communicated their success and show pride in their achievements. 72% of Year 6 students achieved prefecture in 2018 and 43% of Year 5 had met prefecture expectations and were eligible to nominate for school captain. We are on track to achieving 80% of Year 6 students achieving prefecture in 2019.

**Staff** – Establishing leadership goals for all staff has contributed to building the capacity of our school team and encouraged staff to work to their strengths and take on new challenges. 9 out of 12 teachers spoke confidently and provided evidence of their success through the PDP process. All support staff could articulate their leadership role and have found this process of setting a leadership goal empowering. The inclusion of aspiring leaders on our leadership team has resulted in two of our staff attaining a promotion on a permanent basis and one continuing in a Relieving capacity. A temporary member of staff has also attained a permanent teaching position as a result of the skills he has developed through the leadership opportunities that he has embraced.

Initiatives to improve parent / teacher partnerships through building relationships have been successful. On average staff could identify 92% of parents in their classes by face and 72% by name. Variations existed between classes, teachers who actively strive to develop strong home/partnership have the greatest success communicating with parents and involving parents in the school.

**Community** –Increased community engagement has been evidenced by the high rates of community attendance at all school events and assemblies. We have averaged 86 community members attending assemblies through out the year as compared to 5 community members in 2017. Our P&C has been very positive this year and attendance numbers have doubled. 72% of our families engaged in 3 way conferences, showing that the purpose of the conference was well communicated and that our community is interested and willing to work in partnership with the school to achieve optimal outcomes for their children. The community was encouraged to partake in two surveys this year, The 360 Reflection Tool based on customer service and the Parent Tell Them From Me survey. On average 32% of parents responded, most feedback was positive and will inform our future directions.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff have authentic leadership roles as identified in PDPs.		77% of teachers and 75% of support staff achieved the leadership goal identified in their PDP.
Leadership programs culminate in 80% of Year 6 students achieving prefecture.		72% of students achieved prefecture this exceeds our goal of 60% and reflects the increased engagement of our senior students as leaders in our school.
90% of parents and carers attend three way conference opportunities.		72% of our students participated in 3 way conferences with their parents/carers.
Effective communication systems support and encourage parent and community engagement in the school.		

## Next Steps

- Continue to build home/school partnerships– initiative employed in 2018 will continue in 2019 as teachers have a new cohort of students.
- Continue to build community engagement in the school through effective communication, publications and quality school events
- Build willingness of staff to engage with community within the classroom as well as building the capacity of the community members to support learning within the classroom.
- Parents will be encouraged to work with their children to set goals.
- All staff will be encouraged to work towards their strengths and create a leadership goal for 2019.
- Teaching staff will join teams to support the implementation and evaluation of the Strategic Directions in the School Plan
- Develop systems and processes to support 3 early career teachers joining the staff in 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Aboriginal background loading (\$40 540.00)</li> </ul>	<p>Our Pondee program has enriched the educational experience of both our Aboriginal students and non Aboriginal students. In 2018 we established an Aboriginal Education team who shared the responsibility to support staff to develop deeper understanding of Aboriginal history, culture and perspectives. All staff and students participated in an excursion to Glenrock and engaged in variety of cultural activities throughout the year.</p> <p>Aboriginal students who required additional literacy/ numeracy support received ongoing individualised support to meet their learning goals. All Aboriginal students had a PLP. Opportunities were provided for our Aboriginal students to participate in a STEM camp, AFL program, Bro Speak and Sista Speak activities.</p>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$102 458.00)</li> </ul>	Refer to Strategic Directions 1 and 2
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$31 650.00)</li> </ul>	All classroom teachers participated in team teaching, mentoring and coaching opportunities with our Instructional Leader. Teachers were supported to collaboratively plan and evaluate their teaching through planning days.
<b>Socio-economic background</b>	<p>Strategic Directions 1, 2 and 3</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$229 797.00)</li> </ul>	Our Scope IT, Lifeskills, creative and performing arts, library and sports programs had a big impact on student engagement. Students have been empowered by the success that they have experienced in these areas resulting in improved confidence and enjoyment of school activities. Evidenced based literacy teaching (EDI, L3 and Seven Steps) have had a big impact on student achievement as reflected in internal assessment measures. While it is early days with BNL, we believe its implementation will have a significant impact on our numeracy results. Our PBL and attendance data are evidence of the very positive impact our Wellbeing coordinator has had on student wellbeing. The benefits of this initiative impact on all students as providing intervention at the time point of need supports students experiencing challenges but also allows other students to focus on their learning.
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>• Support for beginning teachers (\$15 000.00)</li> </ul>	Our beginning teacher has shown extensive growth in his teaching and management of students, as evidenced by school based data tracking systems. He has worked effectively with our Instructional Leader and Wellbeing Coordinator to develop effective strategies to personalise strategies to meet the needs of his students. He has grown in confidence and has developed critical self reflection skills.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	103	93	81	76
Girls	92	83	82	88

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92	94.9	91.2	93.7
1	90.4	94.5	94.9	90.3
2	92.5	94.8	93.8	93.9
3	92.6	92.6	90.6	93
4	92.5	94.6	91.1	87.6
5	91.5	90.8	93.1	92.6
6	94	94.7	90.5	89.2
All Years	92.2	93.8	92.1	91.5
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

Toronto Public School works in partnership with parents and carers to encourage regular attendance for all students. We provide a caring and supportive teaching and learning environment that address the learning and well-being needs of all students. We foster student well-being and a sense of belonging through positive relationships. We actively encourage regular attendance and have systems and processes to closely monitor non attendance. Our Learning Support team and Well-being coordinator regularly review student attendance and work together to develop effective means to support students at risk. Personalised plans have had a positive impact for some students. When working with students with complex backgrounds we engage additional support from the Department and

always comply with the attendance procedures as defined in Student Attendance in Government Schools Policy.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.37
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	3.42

\*Full Time Equivalent

In 2018, Toronto Public School had two Aboriginal members of staff who work closely with our community to encourage participation and engagement in our 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	84
Postgraduate degree	16

### Professional learning and teacher accreditation

We believe the greatest resource we have within our school is our staff. Our 2018–2020 school plan places strong emphasis on building the capacity of all staff through our Strategic Directions: Expert Teachers and Strong Leaders. Through the PDP process all staff have engaged in workplace learning to develop their skills, knowledge and understanding through professional discourse, interaction, collaboration, collegial and reflective practice. All teaching staff are encouraged to reflect on the Professional Standards on a regular basis. The Professional standards are aligned to PDP goals and to all PL sessions. Maintaining accreditation is each teacher's responsibility. During 2018, three teachers received intensive support to develop their understanding of the teaching standards



and their indicators. One early career teacher achieved accreditation.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	214,401
<b>Revenue</b>	2,684,770
Appropriation	2,618,518
Sale of Goods and Services	3,431
Grants and Contributions	61,043
Gain and Loss	0
Other Revenue	0
Investment Income	1,778
<b>Expenses</b>	-2,477,398
Recurrent Expenses	-2,477,398
Employee Related	-2,187,536
Operating Expenses	-289,863
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	207,372
<b>Balance Carried Forward</b>	421,772

- All Toronto Public School financial management processes and governance structures meet financial policy requirements as evidenced by our 2017 audit.
- In 2018 TPS was conservative with expenditure due to changes regarding staff leave and reimbursement. There was also a degree of hesitation regarding new financial software and the accuracy of reports.
- \$50,000 of School and Community funds will be used for a canteen refurbishment in 2019.
- \$40,000 has been allocated towards technology upgrades.
- \$70,000 was returned to the school late in 2018 as reimbursement of Workers Compensation paid to staff.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,383,688
Base Per Capita	32,517
Base Location	0
Other Base	1,351,171
<b>Equity Total</b>	376,784
Equity Aboriginal	40,545
Equity Socio economic	229,797
Equity Language	3,984
Equity Disability	102,458
<b>Targeted Total</b>	427,112
<b>Other Total</b>	300,739
<b>Grand Total</b>	2,488,323

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.

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.

Our 2018 NAPLAN results show that our students are achieving above similar school groups. We have nearly

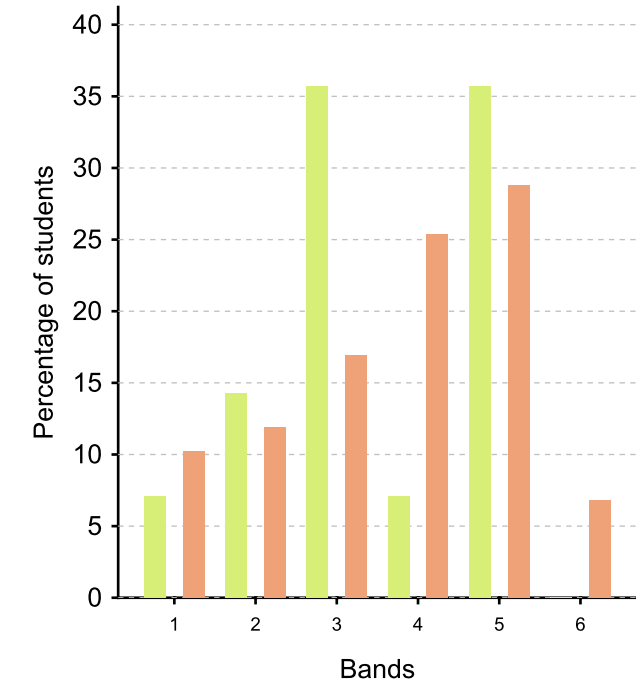
40% of Year 3 students in the top two bands for reading. In Year 5 there were no students achieving below band 4. This is a reduction of 16% from 2017. The number of Year 5 students achieving in bands 6, 7 and 8 has also significantly increased. 79% of Year five students achieved expected or above expected growth compared to 59% of state.

64% of Year 3 students are in top two bands for Grammar and Punctuation. Year 5 Grammar and Punctuation results also show significant improvement with an increased number of students in the top two bands and a decrease in the number of students in bottom two bands.. Their performance was above state average. 75% of Year 5 students achieved above expected growth.

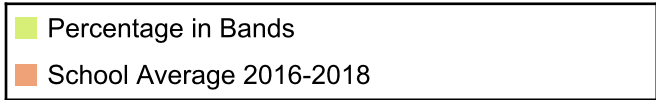
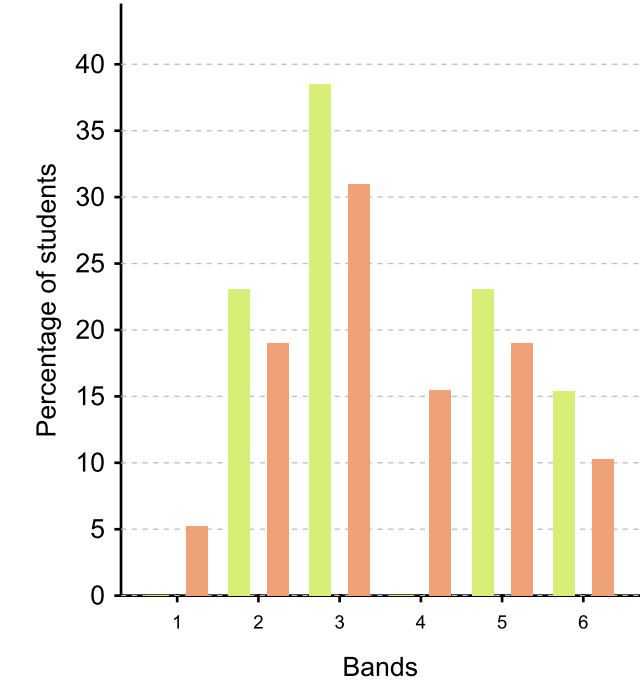
Writing performance was not as strong in Year 3 and 5, this was a focus for explicit teaching during 2018.

Our Spelling results in Year 3 and 5 show that we continue to perform above similar school groups. Our Year 5 results were above state average..

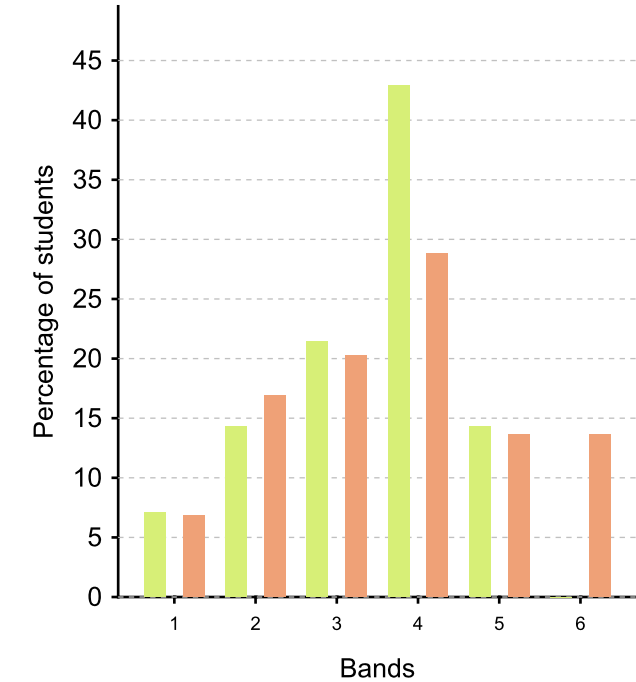
Percentage in bands:  
Year 3 Spelling



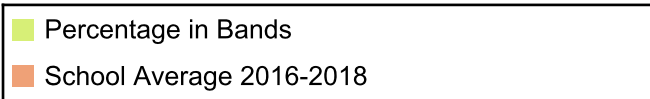
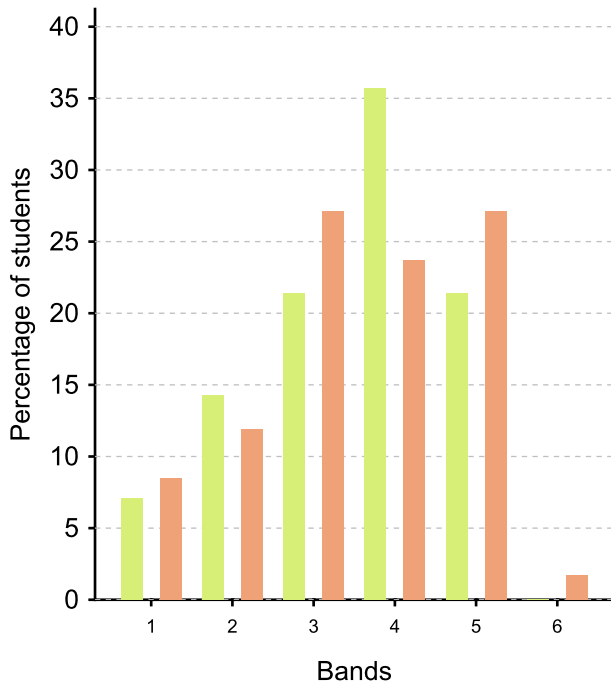
Percentage in bands:  
Year 3 Reading



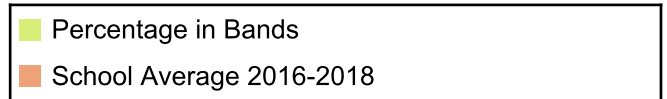
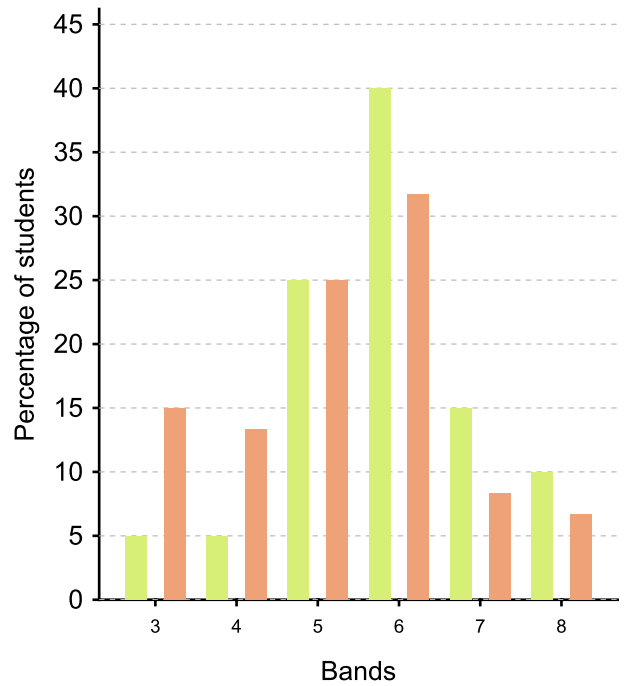
Percentage in bands:  
Year 3 Grammar & Punctuation



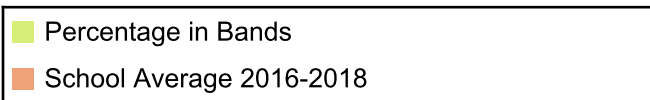
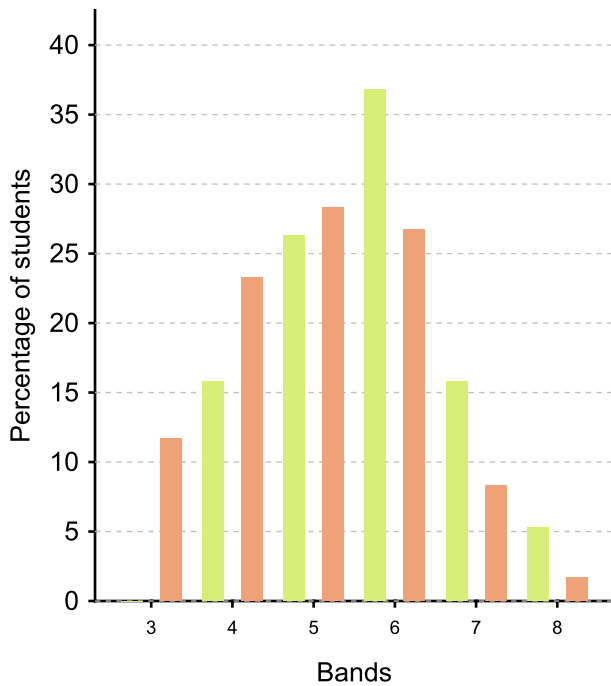
**Percentage in bands:**  
Year 3 Writing



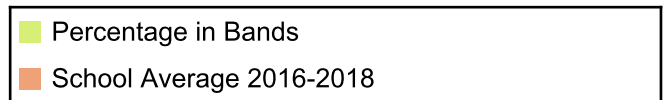
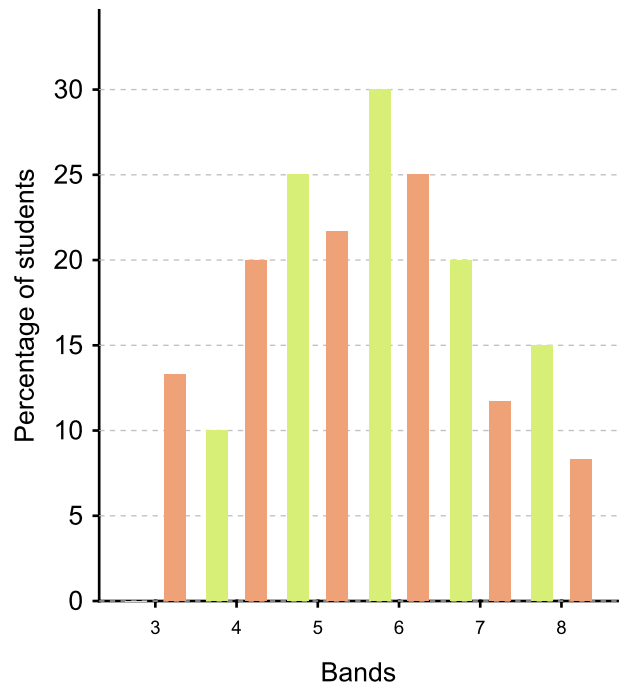
**Percentage in bands:**  
Year 5 Spelling



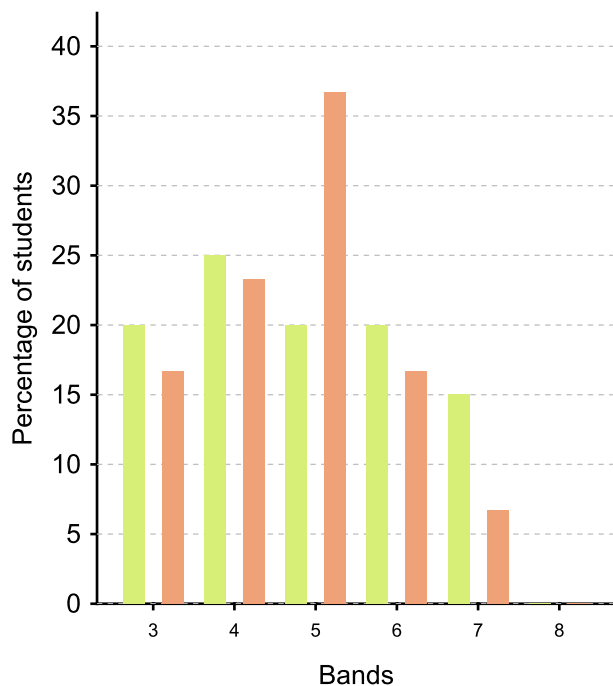
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Grammar & Punctuation



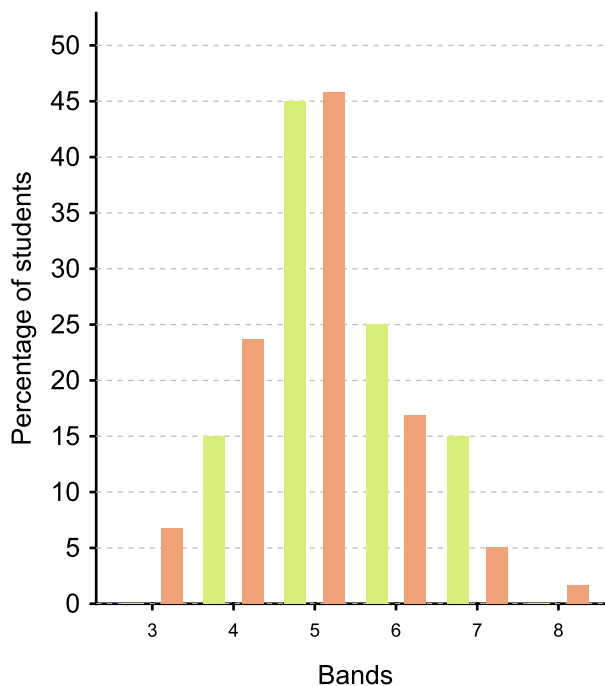
**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2016-2018

Our NAPLAN Numeracy also showed significant improvement. In Year 3, 29% of students achieved in the top two bands, this is 10% above Similar School Groups. The results in Year 5 reflect our best performance for the last 6 years. 72% of students achieved expected or above expected growth as compared to 58% of students across the state.

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

#### Premier's Priorities:

In 2017, 9% of our Year 3 and 5 cohort were in the top two bands for Reading and Numeracy. In 2018, this increased to 24%.

#### State Priorities: Better services – Improving Aboriginal education outcomes

TPS Aboriginal students in the top two bands outperformed DoE and Similar School Group averages for students in the top two bands for all NAPLAN domains.

### Parent/caregiver, student, teacher satisfaction

During 2018 we invited our community to provide formal feedback through 'The Excellence in School Customer Service 360 Reflection Tool' and through the 'Tell Them From Me' Survey.

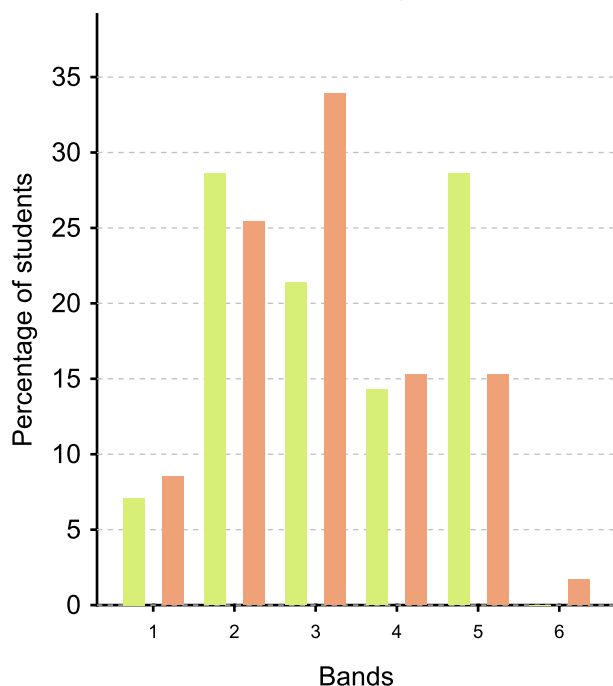
The 360 Reflection Tool scores competencies from 1–5. Our areas of greatest strength include:

- Ethical Behaviour (4.6) – Even in difficult situations staff at my school, remain steadfast in their support of the Code of conduct and Departmental policies.
- Information – Quality and ease of use (4.5) – I believe that communication and engagement is a priority for the school.
- Engagement with Others (4.5) – School staff appear to be self confident and welcoming.

Areas for development have been identified as:

- Engagement with others (2.8) – I am often asked

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

how well the school engages and communicates with me.

- Engagement with others (3.1) – the school invites and welcomes members of the school community to be involved and contribute to student learning
- School vision (3.4) – Staff engage me about the school plan and clearly communicate the school plan and vision to me.

The Tell Them From Me Survey identified the following areas as strengths with the school scoring above NSW government norm:

- Parents feel welcome
- Parents are informed
- School supports Child's Behaviour
- School Supports Learning – safe and inclusive school

The staff identified Leadership, Learning Culture, Teaching Strategies, Inclusive School, Parental Involvement and Overcoming obstacles to learning as strengths. An area for future development is the embedding of computers and other interactive technology in teaching and learning.

## Policy requirements

### Aboriginal education

In 2018, Toronto Public School continued to support learning and cultural outcomes for 36 Aboriginal students through a range of strategies.

At Toronto Public School we have a team who are enthusiastic about supporting the learning opportunities of all Aboriginal students. We have two contact people at the school who are always willing to answer questions or concerns. Jenny Ryan, Aboriginal Education Worker, and Mrs Doyle head the staff at Toronto Public School to support Aboriginal students and parents in a number of ways. Toronto Public School continues to maintain a close link with our Aboriginal Education Consultative Group (AECG). Both Miss Jenny and Mrs Doyle are full members of our local AECG (Mankillikan). This year, an Aboriginal Education Team was formed and met fortnightly to plan, program and ensure Aboriginal perspectives were visible in all areas of school life.

Personalised Learning Pathways (PLPs) Classroom teachers work with students, parents and key stakeholders to write Personalised Learning Pathways to assist our Aboriginal students achieve their personal best.

Cultural Activities: This year, Toronto Public School has participated in numerous cultural activities. We have shared many amazing opportunities for all staff, students, and community to celebrate and recognise the rich cultural history that makes Australia and us unique. The continuation of PONDEE Kids to cater for the cultural and social needs of students from K–6.

What are some of the things PONDEE Kids participated in this year?

- hosted an afternoon tea for our special women.

- unique Aboriginal art symbols on local lake rocks for the Art Expo.
- continued wall art and garden in Red Zone.
- dance group that performed at special assemblies.
- whole school poetry writing for National Indigenous Literacy Day.
- Stage 3 students attended a STEM camp in Toukley.

### NAIDOC Week

During the first week of Term 3, TPS participated in a number of cultural activities to celebrate NAIDOC Week. We certainly celebrated our Aboriginal culture! It was an amazing opportunity for all staff and students to celebrate and recognise the rich cultural history that makes Australia unique.

What are some of the things TPS participated in this year?

- Mrs Doyle read Aboriginal theme and Dreaming Stories to classes each week.
- whole school writing competition related to the NAIDOC Week theme
- whole school Aboriginal flag photo.
- singing the first verse of the national anthem in the Awabakal language.
- whole school excursion to Glenrock State Conservation Area.
- Stage 3 students ran a Traditional Indigenous Sports afternoon.
- CAPA groups rotation using three different Aboriginal art styles.

### Staff Professional Learning

Once a term, the Aboriginal Education Team delivered training to all staff. These sessions ranged from literacy based activities to creative and performing arts to incorporating technology with Aboriginal perspectives.

Teresa Doyle and Jenny Ryan

### Multicultural and anti-racism education

Harmony Day 2018 had a central message, '*everyone belongs*', reinforcing the importance of inclusiveness to all Australians. Harmony Day activities at Toronto Public School aimed to engage students, encourage them to participate in their community, respect cultural and religious diversity and foster sense of belonging for everyone. Group activities enabled the students to explore countries from all around the world. As they rotated through themed group activities, they were immersed in different cultural elements from a variety of different places. They created art, cooked traditional foods, danced native songs and listened to music. Harmony day also provided opportunities for students to share their own personal narrative about their culture and background. It allowed our community to celebrate our cultural diversity and recognise it as a great strength, as it is the heart of who we are.