

Introduction

It is a great pleasure to present the Annual Report of Truscott Street Public School. As I complete my final year as Principal of Truscott Street Public School I feel very privileged to have had the honour of leading such an outstanding school. Truscott Street Public School has a positive learning environment, characterised by happy students, dedicated teachers and a very supportive parent community who participate positively in all areas of school life. Our purpose is to provide every child with a world class primary education, preparing young people to be lifelong learners and effective global citizens. Our strong, well-trained and effective teachers deliver high quality and engaging curricula, well supported by an extensive extra-curricular program which includes, music, band, dance and sport. Our school prides itself on giving every child opportunities to grow and achieve their fullest potential. I am proud of the way our school promotes inclusivity, the way we recognise and celebrate the differences within our student population. Our diversity is our strength. We emphasise a strong belief in all students being Responsible, Respectful and Safe Learners and through a rigorous and challenging curriculum and a broad range of extra-curricular initiatives, students are able to participate in many and varied creative and engaging learning activities. It has been an honour for me to be able to share this journey with the students and to actively support and encourage them in their interesting and varied endeavours. I publicly acknowledge all students, staff, parents, school P&C, and thank all who have contributed to the School and its outcomes in 2018. I commend the 2018 Annual Report to you.

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

Marion Blomfield

Principal

Principal's Message

School contact details

Truscott Street Public School

Truscott St

North Ryde, 2113

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

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

9878 1264

School background

School vision statement

Truscott Street Public School provides a caring and safe educational environment where children can learn and develop as individuals. It's a local, community school where lifelong friendships are made and learning for life is paramount. Within each student, the school instils pride in individual accomplishments and strong self-esteem. We take pride in our school motto Quod Potui Perfeci or Always do your Best.

School context

Truscott Street Public School was built in 1958 to cater for children of returned servicemen and women. The school is set in 1.8 acres of pleasant, well maintained grounds in a quiet residential area. In 1988 a Support Unit for twenty-four physically disabled students was established. The Unit has developed to be an acclaimed strength of the school. The school community has developed a highly inclusive culture based on a commitment to equal rights and opportunities for all. We, as a community, believe we share the responsibility for ensuring that our students are well educated, happy and responsible young Australians.

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.

Learning At Truscott Street there is a strong focus on wellbeing, academic progress and growth, recording and tracking student progress and determining the success criteria and designing differentiated programs for the students in order for them to feel valued and engage strongly in their learning. Our Positive Behaviour for Learning (PBL), Bounce Back and buddy programs demonstrate the school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning program. We have developed explicit processes to collect, analyse and report on student performance and use this to inform future teaching focuses and practices. Assessment data is used to monitor achievements and gaps in student learning and inform planning for improvement of student outcomes. Partnerships between parents, students and staff are vital to ensure continuous improvement in learning at Truscott Street. The alignment of whole school wellbeing systems and practices for both the Learning and Support Team (LST) and Positive Behaviour for Learning (PBL) has ensured that each student has the opportunity to connect, succeed and thrive relevant to their stage of learning and development.

Teaching In the domain of Teaching, our priorities have been around Effective Classroom Practice, Collaborative Practice and Learning and Development. Teachers effectively collaborate in stage teams to share curriculum knowledge, effective teaching strategies, differentiation, data and other information about student progress and achievement. Teachers are committed to their ongoing development as members of the teaching profession and actively seek professional learning to improve teaching practice and work towards meeting the school's goals. There is a particular focus on improved teaching methods in literacy and numeracy with professional learning activities focused around Growth Mindset. Success criteria is established and learning intentions identified for both students and staff

Leading In the domain of Leading, the school continued to develop educational leadership to facilitate whole school improvement. Staff are committed to developing and achieving the strategic directions reflected in the school plan. Our school resources are used strategically to achieve improved student outcomes. Our priorities have been to develop leadership and management practices and opportunities for our staff as well as continuing to support strong bonds with the parents and wider community. Our practices and processes are responsive to whole school community feedback and promote ongoing improvement. Our school's participation in the Tell Them From Me survey enables critical reflection. Opportunities for the students and community to provide feedback on systems and practices is encouraged to ensure we can improve in the Leading domain.

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:

Strategic Direction 1

Quality teaching and learning environment to meet the needs of diverse learners.

Purpose

To ensure teaching practices are flexible, reflective and dynamic and meet the learning needs of all students through quality differentiation. Students are immersed in a stimulating learning environment underpinned by high expectations and quality teaching practices.

Overall summary of progress

Opportunities were made available, to all staff, for observation of best practice. Through this process all teachers were able to reflect on the effectiveness of their teaching and learning programs. Emphasis was placed on differentiation resulting in individual learning styles being catered for.

All teachers undertook training in Growth Mindset with James Anderson and feel able to confidently apply elements of Growth Mindset into classroom practice in increase learning outcomes for all students. This program allowed students reflect on their own learning and have a clearer understanding of the learning process.

We continued our focus on quality teaching practice in literacy, particularly spelling. Students are taught spelling in an explicit, systematic, functional and contextual way, incorporating phonological, visual, morphemic and etymological knowledge. All staff familiar with and implementing the revised Scope and Sequence

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff are trained in Growth Mindset and classroom practice reflects growth Mindset practices.	QTSS allocation \$7800 Professional Learning	All staff undertook professional learning in Growth Mindset. A committee was formed to provide ongoing professional learning and ensure understanding of the process. This program was implemented into classroom practice
Increase the percentage of students performing at proficiency in spelling and strategies reflected in all literacy activities	Beginning teacher Funds \$5000 professional Learning Funds	All staff undertook professional learning on strategies designed to improve the teaching of spelling. Spelling is taught in an explicit, systematic, functional and contextual way, incorporating phonological, visual, morphemic and etymological knowledge.
All teaching and learning programs reflect quality differentiation as evident in classroom practice.	QTSS allocation \$3200 Beginning Teacher Funding	All teaching and learning programs show differentiation for individual students. Individual learning styles are being catered for.

Next Steps

Future directions for 2019 will ensure the 3year plan remains on track to provide high quality educational outcomes. All staff will engage in personalised professional learning opportunities to engage with quality teaching and learning. We will continue to implement a whole school teacher development system that promotes, supports and showcases innovative practice. The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. Plotting of student progress on the Literacy and Numeracy Progressions will continue so that consistency of learning expectations and achievements are evident across the school. We will continue to strengthen the implementation of differentiated learning in literacy and numeracy to meet the needs of all students. Principles of Growth Mindset and formative assessment (establishing clear learning intentions and success criteria, quality feedback and effective questioning) will be embedded into our practice. We will continue to work on engaging our students and fostering creativity.

Strategic Direction 2

Informed, engaged and creative citizens

Purpose

To ensure a stimulating 21st century learning environment that considers the whole child and empowers them to be future focussed, informed, engaged creative learners and critical thinkers.

Overall summary of progress

The Bounce Back well being program was introduced and fully implemented into class programs. This resulted in all students being made aware of strategies aimed at building resilience and the expectations of behaviour.

All stages K–6 are actively were involved in developing solutions to real world problems identified within the school environment utilising engaging STEAM strategies. These projects were showcased before an audience of parents and invited guests from other schools also involved in the STEMShare project

Regional STEM kits were utilised across the school as part of a state wide pilot program. This allowed all classes to engage with regional STEM kits to enhance their understanding of virtual reality technology. A 3D printer has been purchased and students are designing 3D projects to address real world problems.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching and learning programs incorporate 21st century competencies and the seamless integration of technology into all KLA's	QTSS \$12 000 Professional Learning Funds 3D printer	All teachers are developing real world inquiry based activities and implementing them into classroom practice
Truscott Street P.S. is seen as a leader in STEAM across a community of schools.	QTSS allocation Regional STEM kits	A STEM expo was held to show case student achievement in STEM activities. Representatives from neighbouring schools and regional office attended.
Bounce Back resilience and well being program introduced to support all students and reinforce PBL expectations.	Professional Learning Funds \$1800	Bounce back program has been introduced across the school. A Scope and Sequence has been developed to ensure the program is consistently implemented.

Next Steps

Future directions for 2019 will include increasing the knowledge and understanding of both the PBL and Bounce Back programs for all members of the school community so as to better support our students to learn how to self-reflect and take responsibility for themselves. This will be achieved through regular communications via the school newsletter informing our community of the skills and expectations being focussed on throughout the year. We will continue to ensure that all students are aware of strategies aimed at building resilience and the expectations of behaviour. STEM activities will continue to be embedded into quality teaching and learning programs and the coding program will be expanded throughout the school.

Strategic Direction 3

Effective leadership management and meaningful communication and connections

Purpose

To develop effective leadership and management across the school environment with emphasis on clear and open communication across all stakeholders.

Overall summary of progress

Learning needs of students are being met through the development of PLP's and ongoing support of specialist staff. These plans address both academic achievement as well as welfare needs and are regularly updated. MiniLit and MultiLit programs were put in place to cater for individual student learning needs on an ongoing basis. Assessment of student needs is ongoing Learning and Support staff ensure individualised learning plans are updated and information passed onto the new class teacher. End of year reports completed and distributed. All parents are informed of their child's achievements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent surveys indicate positive response regarding teacher communication, parents informed of school events and they feel that they are part of the school community.	Tell Them From Me Survey	Tell Them From Me survey results indicate 100% of respondents felt that emails were useful or very useful forms of communications. 77% felt that the newsletter was very useful in keeping them informed of school events with 33% feeling it was useful or somewhat useful.
Stage members feel supported by the leadership of the school so that they can meet their expectations and the expectations of their students.	LaST allocation Training and employment of SLSO's to deliver targeted programs 40000 Professional Learning Funds	Regular stage meetings are held and stages collaboratively program to meet the learning needs of all students. Stage leaders actively support their teams to ensure learning expectations are met. MiniLit and MultiLit programs were in place to cater for individual student learning needs on an ongoing basis Learning and Support staff ensure individualised learning plans are updated and information passed onto the new class teacher.
Staff PDPs are clearly defined. Teacher PL reflect teacher's PDPS.	Beginning Teacher Funds QTSS Professional Learning Funds	All staff were provided with ongoing opportunities to observe best practice. Professional Learning opportunities were provided to staff in line with their PDP's.

Next Steps

Future directions for 2019 will include building on the improved Learning and Support processes and strengthening the support for all students with a focus on enriching educational outcomes. MiniLit and MultiLit programs will continue to target areas of student need with ongoing training and development for specialised staff. Further review and refinement of assessment strategies with continued development of assessment for and as learning and reporting protocols will be continue. There will be increased use of data to ensure programs align to student need.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$964	Funding was used to develop a Personalised Learning Pathway and goals in collaboration with parents. The learning and support team and class teachers developed a differentiated learning program for continued successful engagement with the curriculum.
English language proficiency	\$38 844	All students with English as a second language receive support from the EAL/D specialist teacher. This takes the form of small group withdrawal and in class support. Student achievements are measured against the EAL/D phases and their progress reported to their parents.
Low level adjustment for disability	0.5 staffing allocation \$21 033 RAM allocation \$40 000 in additional support through flexible funding	The Nationally Consistent Collection of Data (NCCD) is used to target individual students who require supplementary or substantial support through adjustments or individualised learning plans. Minilit and MacLit have been introduced to support literacy for all students Kto 6. SLSO's have been employed to deliver these programs.
Quality Teaching, Successful Students (QTSS)	0.63 staffing allocation	The QTSS funding was used to ensure the success of programs and initiatives were effectively implemented across the school. Particular emphasis was placed on the integration of quality STEM programs into all KLA's. Teachers were provided with opportunities to see quality teaching in practice through classroom observations.
Socio-economic background	\$5199 flexible funding	Funding was used to ensure students were not disadvantaged through an inability to afford payment for educational excursions or other educational experiences.
Support for beginning teachers	\$29790	Additional funding provided for beginning teachers in the first two years of their careers was utilised to provide additional RFF and fund their attendance at professional learning courses in line with their professional needs.
Targeted student support for refugees and new arrivals	0.4 staffing allocation	A specialist teacher was employed to support newly arrived students with little or no English language. Support was provided on an individual basis as well as small group withdrawal and in class support.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	166	161	164	162
Girls	161	171	155	168

The school enrolments have stayed static for the last few years however an increase in numbers is expected due to the housing development in the area.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.5	95.5	97.3	95.2
1	95.3	96.2	93.9	96.7
2	93.9	96.5	95.6	94.2
3	95.6	94.3	95.7	95.7
4	95.5	95.7	93.9	95.5
5	95.7	94.9	94.6	94.1
6	93.6	96.7	93.9	92.8
All Years	95	95.7	95	94.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student absences or non attendance is monitored carefully by staff. All class rolls are marked daily via our online system.

The Home School Liaison Officer (HSLO) regularly checks the attendance records to ensure the school complies with DoE policy.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.93
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	6.7

*Full Time Equivalent

The Australian Education Regulation 2013 requires schools to report on the Aboriginal composition of their workforce. There are no staff members who identify as Aboriginal or Torres Strait Islander.

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	40

Professional learning and teacher accreditation

At Truscott Street Public School, every teacher is engaged in professional learning which encourages the application of innovative and effective learning pedagogies in the classroom, while enhancing personal and professional growth, resilience and wellbeing. Professional learning in 2018 was aligned with and driven by our School Plan 2018–2020 and further responsive needs identified by the Department of Education priorities and school identified needs. These courses have been in a range of formats including whole school, grade/stage, workshops, network meetings and external courses. A particular focus on STEM and quality teaching in literacy were embedded throughout.

Staff were supported to explore syllabus demands and teaching practices, redesigning learning for students. Throughout the year there was a highly deliberate and conscientious approach to refining the quality of the teacher.

Two teachers have been successful in accreditation with the NSW Education Standards Authority (NESA) at

the teacher level of proficiency. These teachers received ongoing support throughout the process, ensuring that each staff member had access to necessary and timely support.

All staff completed mandatory training in the Code of Conduct, Child Protection, Cardio-Pulmonary Resuscitation and Asthma and Anaphylaxis training.

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	449,021
Revenue	3,596,450
Appropriation	3,301,118
Sale of Goods and Services	1,196
Grants and Contributions	284,348
Gain and Loss	0
Other Revenue	1,200
Investment Income	8,588
Expenses	-3,302,964
Recurrent Expenses	-3,302,964
Employee Related	-2,971,170
Operating Expenses	-331,795
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	293,486
Balance Carried Forward	742,507

Funds carried forward are to cover commitments for unpaid salaries, ongoing costs of utilities and for ground, building and equipment maintenance. The school plan ensures sufficient funds are conserved for contingencies, as well as the replacement and acquisition of assets and resources to best meet the educational needs of students. In 2018, the school identified programs required to maintain and upgrade school resources and facilities. These programs included the upgrade of digital technology resources to facilitate learning and greater student access to digital technology and resources to support the introduction of coding

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	2,201,542
Base Per Capita	65,676
Base Location	0
Other Base	2,135,866
Equity Total	118,097
Equity Aboriginal	964
Equity Socio economic	5,199
Equity Language	38,844
Equity Disability	73,089
Targeted Total	687,666
Other Total	69,398
Grand Total	3,076,703

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

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuum's are used in Years across Yr 1–6

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

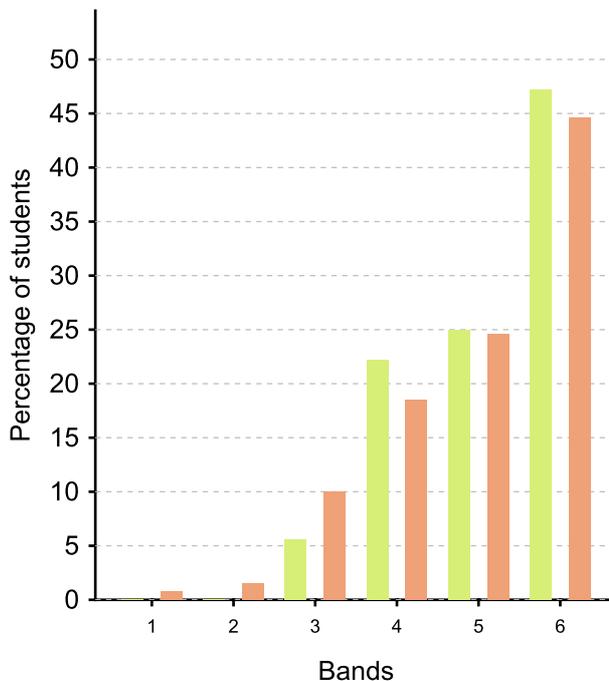
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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

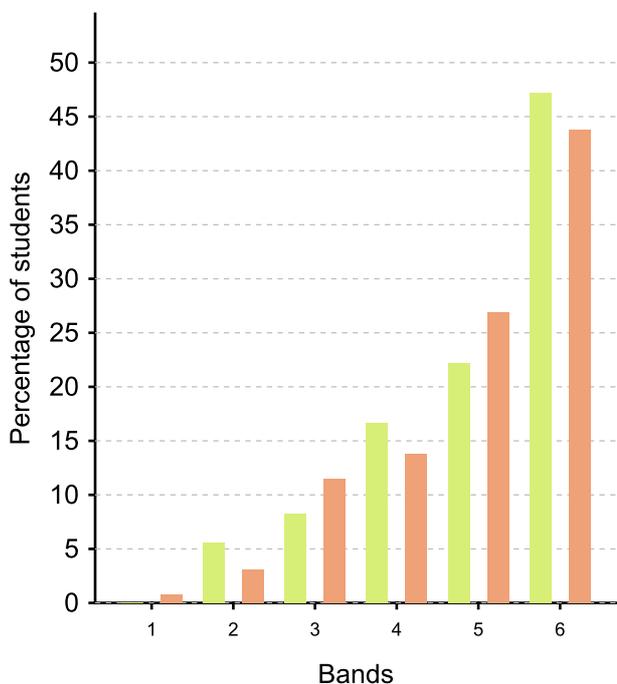
In 2018 36 year 3 students and 38 year 5 students sat the NAPLAN test in Literacy. Our students continue to perform well above the state average.

- 67.7% of year 3 students performed in the top two bands for writing compared to 44.3% of the state.
- 59.5% of Year 3 students performed in the top bands for Grammar and Punctuation compared to 47.2% of the state.
- 61.9% of year 3 students performed in the top two bands for spelling compared to 49.3% of the state.
- 40.5% of year 5 students performed in the top two bands for reading compared to 35.7% of the state.
- 38.1% of Year 5 students performed in the top bands for Grammar and Punctuation compared to 34.3% of the state.

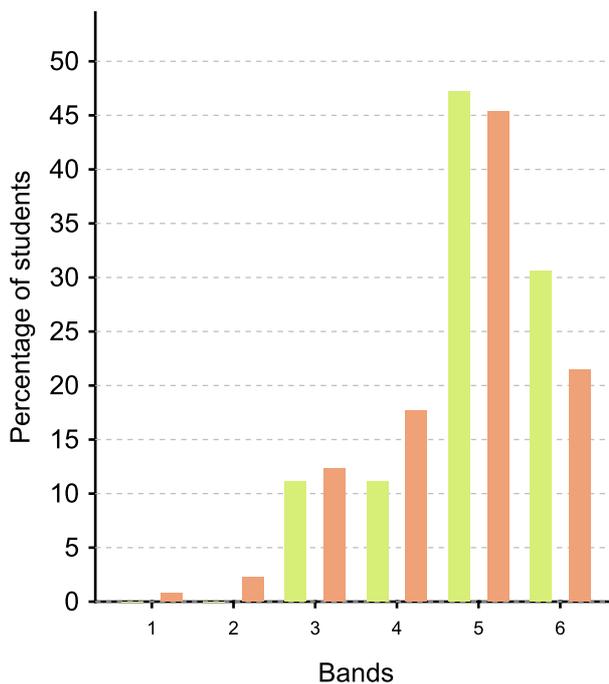
Percentage in bands:
Year 3 Reading



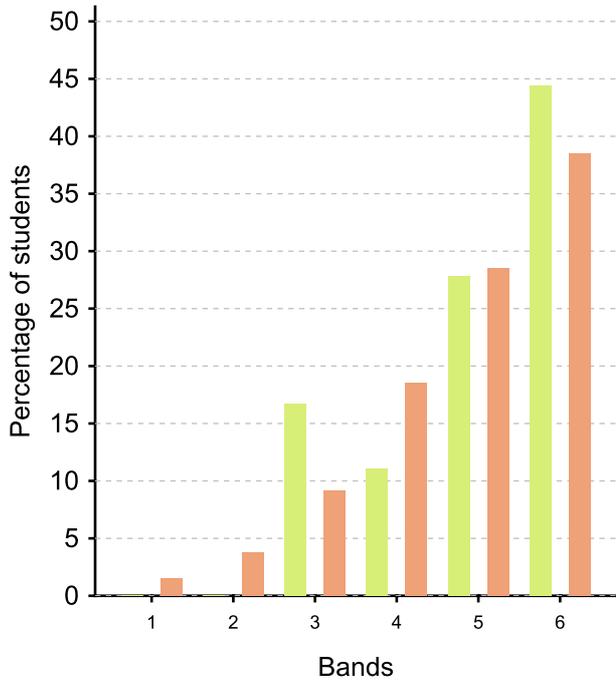
Percentage in bands:
Year 3 Grammar & Punctuation



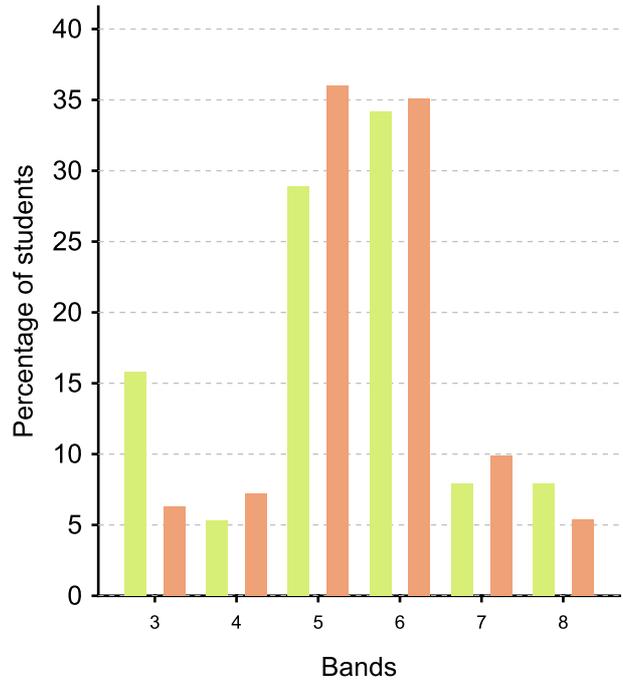
Percentage in bands:
Year 3 Writing



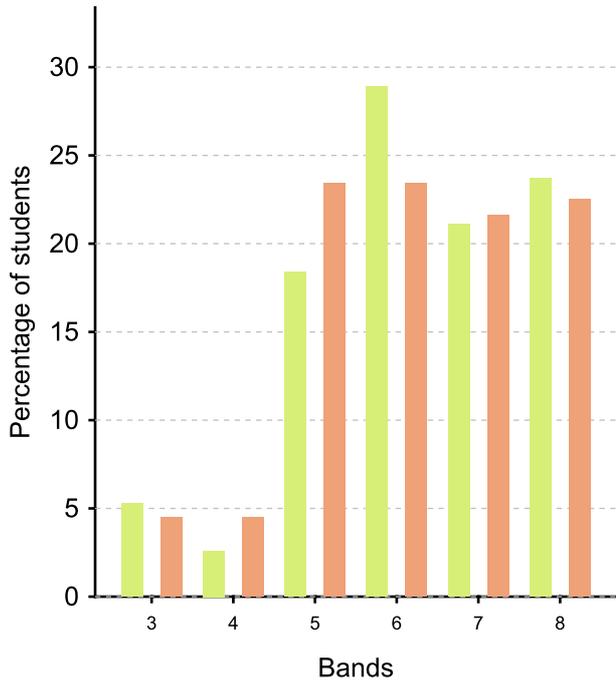
Percentage in bands:
Year 3 Spelling



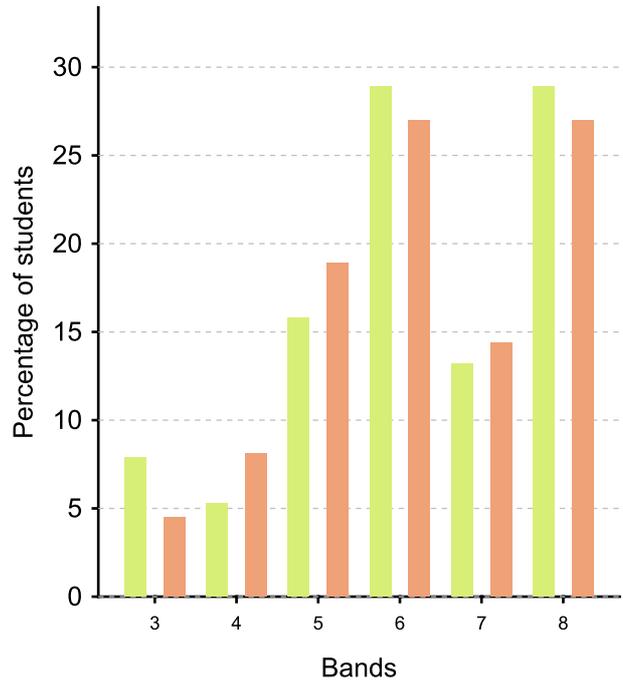
Percentage in bands:
Year 5 Writing



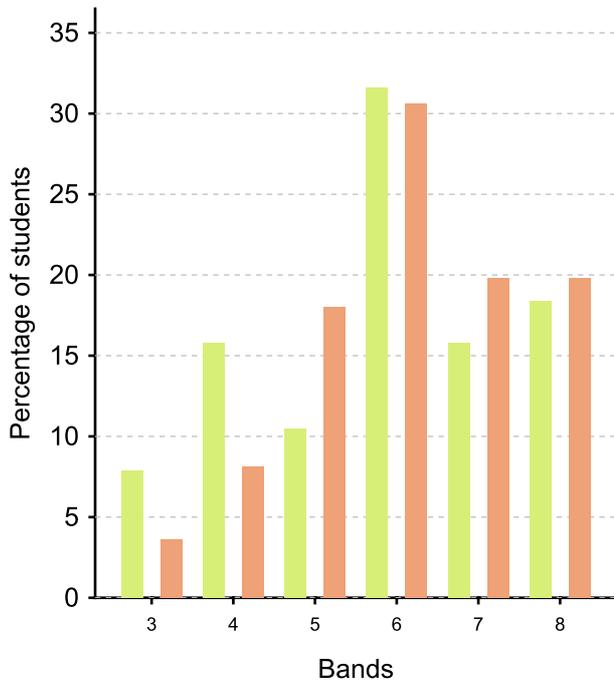
Percentage in bands:
Year 5 Reading



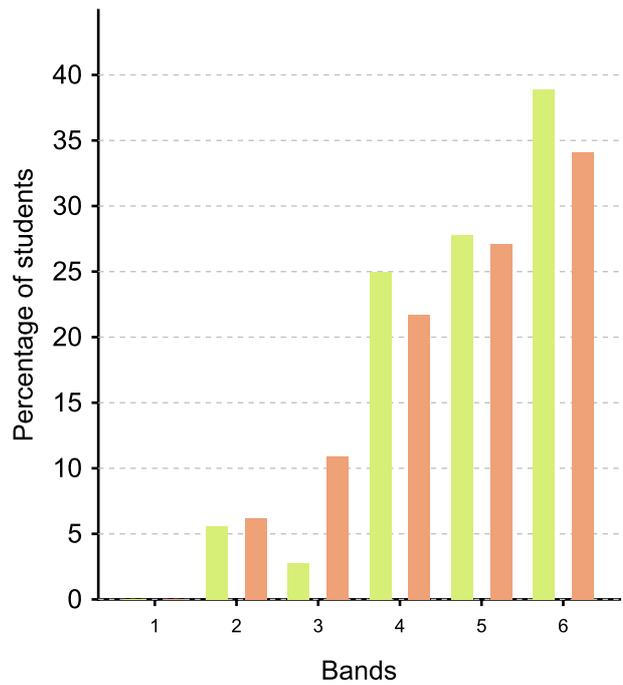
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy

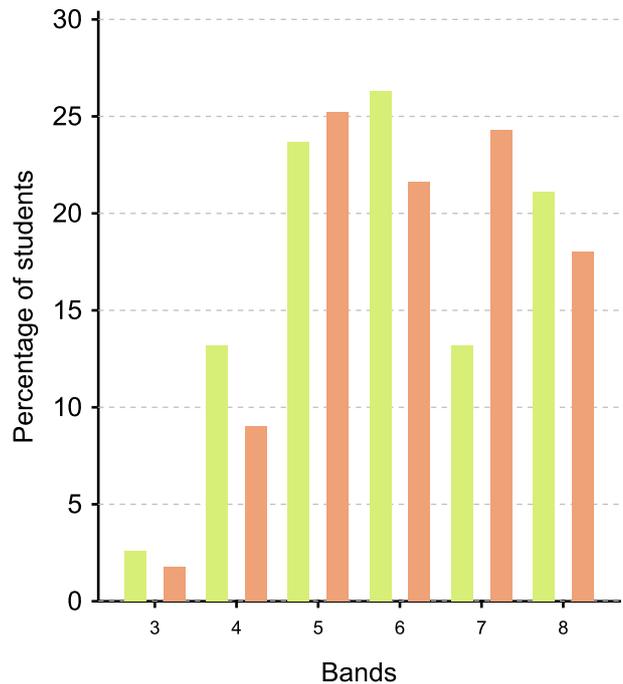


In 2018 36 year 3 students and 38 year 5 students sat the NAPLAN test in numeracy. Our students continue to perform well above the state average.

* 31% of year 3 students performed in the top two bands for numeracy compared to 29.7% of the state.

* 57.1% of Year 5 students performed in the top bands for numeracy compared to 40.2% of the state.

Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and teachers about the school through the Tell Them From Me Survey tool.

Their responses are presented below. The vast majority of parents who responded to a survey indicated they were very satisfied with the quality of education

that their children are receiving at Truscott Street, however it should be noted that only 23 responses were received out of a possible 500. In considering the parents' views, responses indicate that:

- 78% of parents felt welcome at the school.
- 81% of parents believed their child felt safe at school
- 86% of parents felt they could easily speak to teachers
- 84% of parents believed that their child was clear about school rules and expectations
- 89% of students had high expectations of success
- 75% of students believed they had high advocacy at school

Policy requirements

Aboriginal education

Aboriginal Education continues to have a prominent place in all aspects of the curriculum. Truscott Street Public School is implementing knowledge of the Aboriginal culture in many aspects of our student's

learning and continually promotes respect for the unique and ancient culture of Aboriginal peoples. All staff took part in a professional learning day at South Head increasing their knowledge of Aboriginal culture to support the integration of Aboriginal perspectives into all KLA's.

Truscott Street Public School has a small number of students who identify as Aboriginal. During 2018 equity funding for Aboriginal background was utilised for the development of Individualised Learning Plans (ILP's) for students of Aboriginal background. These individual learning plans developed and sustained a positive and inclusive school culture as well as improved students' literacy and numeracy achievements. PLPs were developed in consultation with indigenous student's family, classroom teachers and Learning and Support Teacher. Staff at Truscott Street Public School are committed to developing an in-depth knowledge of Aboriginal Culture. Staff incorporate Aboriginal perspectives into their everyday teaching, learning and practice. This is in line with the Department of Education's Aboriginal Policy, which states that children in NSW should develop a deep understanding of Aboriginal culture and peoples, past and present. Aboriginal perspectives are included in all Key Learning Areas programming across the school. All Australian resources purchased for History and Geography are checked for appropriate Aboriginal Perspectives. These will be continually assessed and inserted into integrated curriculum units. All school assemblies and official meetings commence with the Acknowledgement of

Country.

Multicultural and anti-racism education

Equity and acceptance are two of the core values we share and promote at Truscott Street Public School. Our school continues to be committed to enhancing learning for its culturally diverse population. The cultural programs and practices at our school are responsive and inclusive. Our school's enrolment in 2018 consisted of 34% LBOTE (Language Background Other Than English) with students from over 47 different language backgrounds. In this diverse and culturally enriched environment our EAL teacher facilitates effective learning modules for students which include team teaching and collaborative planning, with some withdrawal groups when needed. New Arrival students receive both intensive small group work and in class support. Respect, tolerance and empathy are all key elements of social skills programs taught explicitly to all grades and awareness of and interest in other cultures is stimulated through the school's History key learning area. The school actively embraces its multicultural community through initiatives such as Harmony Day.

Other school programs

University of NSW Competitions.

- Fifty three students participated in the University of NSW Science Competition. They gained 1 High Distinctions, 8 Distinctions and 13 Credits
- Seventy two students participated in the University of NSW Spelling Competition. They gained 2 High Distinctions, 9 Distinctions and 22 Credits
- Forty eight students participated in the University of NSW Writing Competition. They gained 6 Distinctions and 7 Credits
- Sixty nine students participated in the University of NSW English Competition. They gained 7 High Distinctions, 8 Distinctions and 16 Credits
- Eighty six students participated in the University of NSW Mathematics Competition. They gained 14 Distinctions and 28 Credits
- Thirty six students participated in the University of NSW Digital Technologies Competition. They gained 3 Distinctions and 13 Credits