

Toormina Public School

Annual Report



2018



4506

Introduction

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

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School background

School vision statement

Toormina Public School is recognised across the community as a school of excellence in learning and leading through innovative evidence-based teaching practices.

We encourage and facilitate a collaborative and inclusive community where we are challenged to be critical thinkers, and creative, confident citizens in an engaging learning environment.

Our community highly values its students, staff and families as learners, leaders and partners in the education of every child.

School context

Toormina Public School is on the Mid North Coast of New South Wales. There are 256 students, 46 of whom identify as Aboriginal. Teaching and learning draw on the diversity of student and staff strengths by encouraging all students to develop their potential in a purposeful environment.

All staff members are at the proficient level of accreditation with current Working With Children Checks. One staff member is engaging with the Australian Professional Teaching Standards to achieve proficiency. Seven staff members hold postgraduate qualifications.

The school has modern facilities including technology suites, wonderful sporting opportunities, it offers excellence in creative and performing arts with a tiered music room, a regional opportunity class for teaching gifted and talented students, a dedicated focus on literacy and numeracy and a climate that provides a foundation for lifelong learning and pastoral care. Quality teaching and learning is a major focus within the school.

The school has received additional funds from the Priority School Funding Program since 2009. The school was identified as an Early Action for Success school in 2017 with an instructional leader appointed K-3 to monitor and support teachers and students in improved literacy and numeracy.

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.

During 2018, the school has been in a period of transition with many staff changes including school executive positions. The school self-assessment team rated the school at 'Delivering' for most **Learning** elements overall, with the elements of Curriculum, Assessment and Reporting rated at 'Sustaining and Growing'. The school selected the rating of 'Delivering' for all **Teaching** elements, with the exception of Professional Standards which was rated as Sustaining and Growing. In the **Leading** elements, the school was rated as 'Delivering' for all elements except for Educational Leadership which was rated as 'Sustaining and Growing'.

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 Learning and Engagement

Purpose

To implement a strategic and planned approach to develop whole school processes and quality practices that support the wellbeing of all students. Students will be engaged in learning so that every student will develop growth in literacy and numeracy.

Overall summary of progress

During 2018, the school was successful in reducing the three year average of suspensions by 10% on the previous three-year average. However, the NAPLAN results in writing and literacy did not meet our expectations. Writing has continued to be a focus for the school and the target has been modified to include numeracy.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|---|
| Reduce suspensions by 10% each year. | Grant received by Director for Sydney visits Aboriginal background loading (\$5000.00) Socio-economic background (\$5000.00) Professional Learning (\$6000.00) Quality Teaching, Successful Students (QTSS) (\$7000.00) Low level adjustment for disability (\$26832.00) | The PBL framework at Toormina Public School has undergone a significant review and upgrade. New school signage assists our students to recognise appropriate behaviour in key areas around the school. Change of staff have resulted in new staff being trained as PBL leaders in our area. |
| Increase NAPLAN writing growth by 10% each year. | Grant received by Director for Sydney visits. Early Action for Success (\$30000.00) Professional Learning (\$6000.00) Support for beginning teachers (\$1000.00) Quality Teaching, Successful Students (QTSS) (\$7000.00) English Grant Stage 3–4 Programming and Assessment Initiative (\$5000.00) Low level adjustment for disability (\$50000.00) | Toormina Public School was worked school wide and within school teams to develop consistent and effective processes to engage and instruct students to become better writers. Consistent teacher judgement and co-planning of learning sequences have been positive gains from this initiative. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| Increase NAPLAN writing growth by 10% each year. | Targeted student support for refugees and new arrivals (\$822.00) | Toormina Public School was worked school wide and within school teams to develop consistent and effective processes to engage and instruct students to become better writers. Consistent teacher judgement and co-planning of learning sequences have been positive gains from this initiative. |
| Increase the proportion of students achieving proficiency in NAPLAN/PLAN2 for reading and numeracy by 10% each year. | <p>Grant received by Director for Sydney visits.</p> <p>Early Action for Success (\$20000.00)</p> <p>Professional Learning (\$2000.00)</p> <p>Quality Teaching, Successful Students (QTSS) (\$7000.00)</p> <p>Low level adjustment for disability (\$25000.00)</p> | Staff worked collaboratively in teams to develop consistent assessment practices and analysis of data to form effective learning sequences for students in key learning areas. Executive staff analysed professional learning needs to support the school plan, based on student data and the identified learning needs of individual staff as a result. |

Next Steps

We will continue on our journey to support student wellbeing and engagement, to reduce student suspensions. As a whole school, we will engage with the Seven Steps to Writing Success program to engage students with their writing processes and strategies to engage the reader as well with personal learning goals. Teaching staff will also work in learning sprint teams and analysis of student data to support student growth in literacy and numeracy.



Strategic Direction 2

Quality Teaching

Purpose

To improve teaching practice through high quality, evidence-based professional learning, quality analysis of data and the provision of feedback on teaching practices.

Overall summary of progress

During 2018, there has been a number of staff changes which has disrupted the flow of the quality teaching practices initiated by the previous two relieving principals. However consistent teacher judgement and stage planning days have assisted stages to develop a common approach and language for student writing approaches and use of student assessment data.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| All teachers develop high-quality, evidence-based teaching programs linked to analysis of student data. | Grant received by Director for Sydney visits. Early Action for Success (\$49272.00) Socio-economic background (\$30000.00) Aboriginal background loading (\$2000.00) Support for beginning teachers (\$1146.00) Quality Teaching, Successful Students (QTSS) (\$7000.00) English Grant Stage 3–4 Programming and Assessment Initiative (\$5000.00) Low level adjustment for disability (\$25000.00) | School teams worked collaboratively to examine consistency of teacher judgement for effective teaching and assessment practices with student work and analysed student data to determine student learning needs and professional learning needs for staff. |
| 100% of teaching staff use learning sprints. | Early Action for Success (\$30000.00) Professional Learning (\$2000.00) Quality Teaching, Successful Students (QTSS) (\$5892.00) English Grant Stage 3–4 Programming and Assessment Initiative (\$3000.00) Low level adjustment for | Close analysis by school-wide and stage based teacher teams have been used by teaching staff to determine priorities and programs to support students for the 2019 milestones to support the school plan. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|---|
| 100% of teaching staff use learning sprints. | disability (\$20000.00) Grant received by Director for Sydney visits. | Close analysis by school-wide and stage based teacher teams have been used by teaching staff to determine priorities and programs to support students for the 2019 milestones to support the school plan. |
| All teachers are supported with regular effective feedback on their performance in relation to the Australian Teaching Standards. | Support for beginning teachers (\$2000.00) Quality Teaching, Successful Students (QTSS) (\$7000.00) | All teaching staff have attained accreditation status. One temporary teacher and one permanent beginning teacher have gained their proficient teacher accreditation. No staff are actively seeking accreditation at highly accomplished or lead teacher levels currently. |

Next Steps

The school plan has been updated to reflect the school's inclusion of learning sprints as a focus for professional learning with short, sharp learning sprints to focus on reflective practices and constructive feedback with continuous improvement in the areas of literacy and numeracy. Quality teaching practices will focus on evidence-based assessment and analysis of student data. Feedback to teaching staff will be based on the Australian Teaching Standards and teachers will be supported to seek higher levels of accreditation.



Strategic Direction 3

Quality Leadership

Purpose

Through collaborative practice, we will establish a professional learning community focused on instructional leadership for continuous improvement. A culture of evidence-based teaching and learning will lead to measurable improvement in learning outcomes for all students, including decreasing any achievement gap.

Overall summary of progress

Teachers at Toormina Public School have made great gains towards best practice in teaching and learning. Our school is supported by our school community with many positive comments and good feedback. However, during parent surveys, we did not receive high response rates and the overall response of surveys means we did not achieve the target of 90% parent satisfaction. This will be a continued focus for our school. Due to changes within the leadership team and staffing overall, we have not been able to meet the excelling standard using the School Excellence Framework. This target has been changed to focus instead on professional learning to increase teacher capacity in relation to the Australian Professional Standards for Teachers.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|--|
| Instructional leaders implement reflective practice for all teachers through learning sprints to improve teaching and learning outcomes for students. | Grant received by Director for Sydney visits. Early Action for Success (\$30000.00) Socio-economic background (\$2000.00) Quality Teaching, Successful Students (QTSS) (\$7000.00) | As per NSW Department of Education advice in June 2018, our data collection on PLAN2 has been limited to 5–10 students per class against the progressions or all students K–2 against only 1 progression sub-element each for literacy and numeracy. In this data, increased student learning outcomes in numeracy is evident. Instructional leaders have supported teams to improve quality of teaching processes. |
| Professional learning is coordinated and tracked for all staff and linked to the Australian Professional Standards for Teachers at Proficient as well as Highly Accomplished levels to support teacher aspirations. | Grant received by Director for Sydney visits. Socio-economic background (\$2000.00) Professional Learning (\$2000.00) | Two staff members have gained accreditation through NESA accreditation processes. All staff are accredited at proficient teacher level. Staff development day half day session on Understanding Childhood Trauma was shared with staff from Bonville Public School. An invitation to attend a shared staff development day on writing for term two 2019, has been shared with all K–6 schools in the Bongil Bongil community of Schools. Two schools have already accepted to join in this shared professional learning at Toormina. |
| Over 90% parent satisfaction of quality teaching and leadership in the school is evident. | Grant received by Director for Sydney visits. Socio-economic background (\$19000.00) Aboriginal background loading (\$4000.00) | Whilst the school band project did not eventuate due to staff change and expertise, the enrichment program was highly successful for students and allowed student and staff expertise and interest to be matched for these regular engaging activities. |

Next Steps

Learning sprints will be a focus for instructional leadership structures during 2019. Teacher performance and development plans and professional learning will be tracked and linked to the Australian Professional Teaching Standards. The enrichment program was highly successful and this will be continued in 2019. The band program will be initiated on a smaller scale to build up interest with improved student and staff capacity for further expansion in the following year.



| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|--|
| Quality Teaching, Successful Students (QTSS) | Grant received by Director for Sydney visits. • Quality Teaching, Successful Students (QTSS) (\$47 829.00) | This funding has enabled executive teachers to fully engage as instructional leaders to develop the capabilities of their staff towards improving quality teacher practice to enable successful students at Toormina. |
| Socio-economic background | Grant received by Director for Sydney visits. • Socio-economic background (\$197 444.00) | Socio-economic funds have enabled additional school programs, professional learning and staffing to support student learning. It has also been used to subsidise student programs and support students in need to access educational services. |
| Support for beginning teachers | • Support for beginning teachers (\$4 146.00) | This grant has supported beginning teachers to develop their professional practice and have a successful start to their teaching career through additional support. |
| Targeted student support for refugees and new arrivals | • Targeted student support for refugees and new arrivals (\$822.00) | This fund helped to support a refugee student at our school through the employment of school learning support officer within the classroom to provide extra assistance. |
| Aboriginal background loading | • Aboriginal background loading (\$66 904.00) | Aboriginal background funds have enabled additional school programs, professional learning and supports to engage Aboriginal students and their families in their learning. It has also been used to support Aboriginal leadership programs within our school and school yarn ups which give a forum for Aboriginal students and their families to discuss how we can work together to best support our Aboriginal students' learning. |
| English language proficiency | • English language proficiency (\$4 802.00) | This fund helped to support students learning English as an additional language at our school through the employment of school learning support officer within the classroom to provide extra assistance. |
| Low level adjustment for disability | • Low level adjustment for disability (\$146 832.00) | Our learning and support teachers as well as school learning support officers do a marvellous job to support our students who require additional supports due to low level disabilities. |
| Early Action for Success | • Early Action for Success (\$159 272.00) | Our instructional leader is an important element in projects within all strategic directions. Through developing teacher capacity and excellence in literacy and numeracy instruction, analysis of data and consistency of teacher judgement, our students have increased opportunities for learning and experience greater success. |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2015 | 2016 | 2017 | 2018 |
| Boys | 150 | 145 | 138 | 154 |
| Girls | 138 | 130 | 134 | 127 |

Our school enrolment numbers have held steady over the past four years, remaining within the 270s and 280s.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 91.9 | 91.2 | 93.6 | 94.5 |
| 1 | 91.9 | 91.3 | 91.9 | 91.6 |
| 2 | 92.8 | 93.9 | 93 | 92.1 |
| 3 | 90.7 | 92.3 | 92.1 | 91.8 |
| 4 | 93.2 | 91.1 | 92.6 | 90.8 |
| 5 | 91.3 | 94.1 | 92.6 | 91.8 |
| 6 | 93.4 | 91 | 92.2 | 91.3 |
| All Years | 92.1 | 92.1 | 92.6 | 91.8 |
| State DoE | | | | |
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 94.4 | 94.4 | 94.4 | 93.8 |
| 1 | 93.8 | 93.9 | 93.8 | 93.4 |
| 2 | 94 | 94.1 | 94 | 93.5 |
| 3 | 94.1 | 94.2 | 94.1 | 93.6 |
| 4 | 94 | 93.9 | 93.9 | 93.4 |
| 5 | 94 | 93.9 | 93.8 | 93.2 |
| 6 | 93.5 | 93.4 | 93.3 | 92.5 |
| All Years | 94 | 94 | 93.9 | 93.4 |

Management of non-attendance

Attendance is marked daily. All absences and parent notifications are recorded. Students who have an unsatisfactory attendance or notification rate will receive reminder notices sent to parents requiring an explanation. Further concerns may be followed up with a parent interview. Parents are informed of absences in student reports sent home each semester.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 11.16 |
| Teacher of Reading Recovery | 0.53 |
| Learning and Support Teacher(s) | 1 |
| Teacher Librarian | 0.6 |
| School Counsellor | 1 |
| School Administration and Support Staff | 2.72 |

*Full Time Equivalent

In addition to the positions indicated in the workforce composition table, the school received a full-time instructional leader under the Early Action for Success program throughout 2018. The Australian Education Regulation, 2013 requires schools to report on the Aboriginal composition of their workforce. The Indigenous composition of the workforce at Toormina Public School is 8%.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 65 |
| Postgraduate degree | 35 |

Professional learning and teacher accreditation

All staff engage with professional learning and individual performance and development plans throughout the year to guide their continued growth as professional educators or support staff. All staff are fully accredited at proficient teacher standard with the NSW Education Standards Authority (NESA) including two beginning teachers who achieved proficient teacher accreditation status during the year.

Professional learning at Toormina Public School in 2018 focused on continuing the L3 'Language, Learning, Literacy' program for teachers in K–2 classrooms, the implementation of SAP and Human Resource systems for the school, consistent teacher judgement, data analysis, Science and Technology

syllabus implementation, Understanding Trauma, Connecting to Country for a large proportion of school staff and two Sydney schools visits for different members of the executive staff through a grant obtained by our director.

In addition, all staff have had the benefit of having the school Instructional Leader on staff this year to support literacy and numeracy strategies through team teaching, demonstration lessons and in-class support. Our instructional leader worked closely with all K–2 teachers to develop improved literacy and numeracy practices with closely monitored student data analysis and strategic interventions for students in need, through our inclusion in the Early Action for Success program as part of the state Literacy and Numeracy Strategy (2017–2020).

All staff have completed professional learning in relation to the School Excellence Framework, WH&S Emergency Management and staff safety inductions, school literacy and numeracy strategies, anaphylaxis and resuscitation, Child Protection update, Code of Conduct and student wellbeing evaluation and systems training during staff development days and staff meetings held by the school.

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 | 361,892 |
| Revenue | 3,555,863 |
| Appropriation | 3,422,937 |
| Sale of Goods and Services | 44,862 |
| Grants and Contributions | 84,675 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 3,390 |
| Expenses | -3,413,609 |
| Recurrent Expenses | -3,413,609 |
| Employee Related | -3,065,962 |
| Operating Expenses | -347,647 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 142,254 |
| Balance Carried Forward | 504,145 |

Toormina Public School's financial management processes and governance structures to meet the NSW Department of Education financial policy requirements.

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 | 2,087,077 |
| Base Per Capita | 52,596 |
| Base Location | 2,539 |
| Other Base | 2,031,942 |
| Equity Total | 415,982 |
| Equity Aboriginal | 66,904 |
| Equity Socio economic | 197,444 |
| Equity Language | 4,802 |
| Equity Disability | 146,832 |
| Targeted Total | 107,967 |
| Other Total | 680,504 |
| Grand Total | 3,291,531 |

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.

The school literacy NAPLAN data has shown improvement in year three writing, whilst showing a

downward trend over the last few years for the year five average. For reading, the year three average has improved since 2017 and the year five average has declined but is still above the average for statistically similar schools. Both year three and year five have seen growth in spelling averages since last year's test.

The school numeracy NAPLAN data has shown improvement in year three with a four-year high and now above the average for statistically similar schools. In year five, the average has declined slightly but remains above the average for statistically similar schools.

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.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, we have presented the results below.

The proportion of student results in the top two bands in NAPLAN reading or numeracy has declined in the past two years to 22.56% from 30.6% in 2016 and 27.04% in 2017. This, however, is an improvement from 17.65% in 2015.

The proportion of Aboriginal student results in the top two bands in NAPLAN reading or numeracy has steadily increased each year in the past four years from 2.44% in 2015 to 4.35% in 2016 to 5.26% in 2017 and 6.67% in 2018.

Parent/caregiver, student, teacher satisfaction

Using the Tell Them From Me data tool in 2018, we have found that parent perceptions of the school indicate that the school supports positive behaviour and that support for student learning are strengths of the school, while the responses indicate that the school needs to improve on safety and inclusivity for our students and families. The sample size for the parent survey was only twelve responses.

In contrast, teacher surveys placed inclusivity as a school strength along with the learning culture of the school. Areas to improve identified by staff was our use of technology and our use of data to inform practice.

In the survey of students in years four to six, 53% of students feel accepted and valued by their peers and by others at their school compared to the state average of 81%. Students who believe that schooling is useful in their everyday life and will have a strong bearing on their future was high at 91%.

Policy requirements

Aboriginal education

Toormina Public School has implemented the Aboriginal Education and Training Policy and we are working towards meeting the NSW Premier's priority to increase the number of Aboriginal students in the top two bands in NAPLAN tests. The school has targeted resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across all key learning areas. This year, a large number of teachers participated in the Connecting to Country three-day professional learning program with thanks to our local AECG. Connecting to Country has helped to strengthen staff connections with and respect for local Aboriginal knowledge and sites of significance. Further school staff will complete this training in 2019. Toormina Public School received RAM Equity Aboriginal funds in 2018 and has used these funds effectively to support students in their classrooms with School Learning Support Officers, co-funded by other school program funds. School programs are designed to educate all students about Aboriginal histories, language, cultures, perspectives and current Aboriginal Australia.



Multicultural and anti-racism education

Multicultural education is integrated across all key learning areas in class and has been incorporated into studies in school programs emphasising tolerance and understanding. The school also celebrates cultural diversity through Harmony Day celebrations. In HSIE students studied customs and beliefs from other countries. All classroom and school practices are inclusive of all students and racism in any form is not tolerated. The school has an Anti-Racism Contact Officer who is trained to deal with any identified concerns around racism.