

Mount Terry Public School Annual Report



2018



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Introduction

The Annual Report for 2018 is provided to the community of Mount Terry 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.

David O'Connor

Principal

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Message from the Principal

2018 saw the introduction of the new 2018–2020 School Plan. The three strategic directions: Quality teaching for every student; Creating a high performing learning culture; and High quality leadership development were decided upon following a comprehensive school self-evaluation process, where all stakeholders had the opportunity to provide feedback and suggestions about the future directions of the school.

In 2018, the school undertook a new approach to the teaching and learning of literacy in Kindergarten through involvement in Language, Learning and Literacy (L3). This led to a substantial shift in the way teachers taught early literacy skills and the results at the end of the first year of implementation were outstanding. Student achievement levels at the end of the year in both reading and writing were substantially higher than in previous years. As a result, the school has made a decision to continue with L3 pedagogy for Year 1 in 2019.

Ongoing training for teachers in Focus on Reading and Targeting Early Numeracy also contributed to quality teaching practices in literacy and numeracy. Our results in NAPLAN continue to be strong with writing and value added results particularly pleasing.

A review of our processes for supporting students with additional needs saw a refinement of the practices of the Learning and Support Team. Communication among key stakeholders has improved and student referrals are addressed in a more timely manner, according to priority and need.

2018 saw a focus on making learning visible to students from K–6. Teachers undertook substantial training and development in providing students with learning intentions and success criteria so they knew what they were going to learn and what success would look like. Evidence of this in practice was clearly visible in classrooms right across the school. As a key part of Strategic Direction 2 in our School Plan, our work on Visible Learning will continue over the next two years.

Leadership development was a focus of priority in the new School Plan with Strategic Direction 3. Opportunities for whole school community involvement in the school self-evaluation process were enhanced and there was a renewed focus on developing leadership skills at all levels.

Equity funding was again instrumental in financing a range of initiatives across the school in 2018. These included additional literacy and numeracy support for targeted students, working with middle performing students as part of the Bump–It–Up program to help them achieve even higher results, support for students with language backgrounds other than English and additional support for students with disabilities and/or learning difficulties.

Cultural, sporting and extra-curricular programs were once again a feature in 2018. With public speaking and debating teams, school choirs, our dance troupe and outstanding participation and performance in sport, students at our school

continued to find ways to shine throughout the year. Our Living Classroom program continued to be a highlight for senior students and garden volunteers as they cared for the gardens, harvested the produce for cooking, for sale or for use in the school canteen. Our school's participation in the Southern Illawarra Music Festival, Southern Stars, the Dance Festival and Tournament of the Minds are just some examples of the extra-curricular opportunities offered to our students in 2018.

Our staff continue to be the cornerstone of student success and their efforts and energy towards providing high quality teaching, learning and cultural experiences for students was evident right across the school. Our students consistently demonstrated that they are settled and productive in their classrooms and our focus on the school values ensures a harmonious school environment for all.

Our close partnership with the parent community was clearly evident through the huge number of special events and fundraisers that were conducted in 2018. Once again, our partnership with the school's P&C led to the fantastic support of school programs and initiatives through P&C donations and purchases. Events and celebrations across the school were widely supported by parents and carers with large numbers attending special events and assemblies.

2018 was a fabulous year of learning and growth for the Mount Terry Public School community and I look forward to another successful year in 2019.

David O'Connor

Principal

School background

School vision statement

Our vision is for all students and staff to enjoy coming to school and that we provide a high quality, inclusive and holistic school experience for all members of the school community. We are dedicated to providing opportunities that support the development of confident and creative individuals, active and informed citizens and lifelong learners. All students will learn through a high quality, equitable education experience focused on high expectations, continual improvement and individual student needs. Our school is committed to providing a safe, happy, caring and inclusive environment.

School context

Mount Terry Public School is located in a fast growing area of Albion Park. It has an enrolment of 735 students, including 44 Aboriginal students and 67 students from non-English speaking backgrounds. Enrolments at the school have increased steadily since it opened in 1995. Enrolment numbers are now steady although future land releases may result in further increases to enrolments.

Literacy and numeracy are priorities for the school which is part of the Bump-It-Up Strategy aimed at maximising the number of students performing in the top two NAPLAN bands in both Yr 3 and Yr 5. Differentiated teaching and learning and quality teaching practices underpin educational delivery.

Our school is committed to providing a holistic education experience by balancing the core academics with a variety of extra-curricular activities. Students are provided with opportunities in leadership, sport and the arts both within and beyond the school. Our environmental education programs include recycling, composting, the chicken pen and our extensive Living Classroom and Outdoor Kitchen program, all help to develop environmentally aware citizens.

We have strong links with the local community and enjoy the support of an active parent body that works collaboratively with the school to provide additional resources and opportunities for students.

Our school is a proud member of the Albion Park Community of Schools. Collaboration between the schools includes the sharing of resources, inter-school programs and activities, quality transition programs and combined professional learning. We are committed to the development of high quality leaders across all aspects of the school to ensure ongoing school improvement, a positive learning environment and student well-being in what is a diverse and dynamic learning community.

Mount Terry PS strives to live by its motto, "Growing Strong, Reaching Far".

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

In the area of Learning Culture we have identified as sustaining and growing. We are continuing to provide optimum learning opportunities for students and our focus on learning culture through Strategic Direction 2 has the school working towards excellence in this area. There is demonstrated commitment within the school community that all students make learning progress and this is closely monitored and tracked. We identified as sustaining and growing in the area of well-being. Significant work around refining and improving our Learning and Support Team processes in 2018 has led to practices that better support our most needy students in a more timely manner. Feedback from students, parents and staff overwhelmingly supports high levels of satisfaction around student welfare and well-being. In the area of Curriculum we are sustaining and growing. Staff continue to ensure that individual needs are carefully considered and Individual Education Plans and Personal Learning Pathways reflect the specific needs of students. Working in partnership with our Community of Schools supports successful transitions for students. There is strong evidence across the school that learning is differentiated to meet the needs of individual students. We have demonstrated that in the area of Assessment we are sustaining and growing. Being an Identified Premier's Bump-It-Up School has led to focused processes to collect, use, analyse and report on student performance data. Student reports contain detailed information

due to the school's procedures that support rich discussions and consistent teacher judgement. The focus on using Learning Intentions and Success Criteria (LISC) has led to students having a better understanding of their own performance and what is expected for personal growth. In the area of reporting, we are sustaining and growing. Parents are receiving clear information about student progress and achievement through semester reports and parent/teacher interviews. The school has sought feedback from parents about the semester report format and enhancements will be made in 2019 as a result of this feedback. In the area of Student Performance Measures we have found that we are sustaining and growing. There has been a significant improvement in our value-added data and results in NAPLAN continue to be good. The number of students in the top two NAPLAN bands will continue to be our focus in 2019. School-based assessment data demonstrates good growth and achievement for all students.

Teaching

Evidence has shown that in the area of Effective Classroom Practice we are delivering. Teachers maintain well-managed classrooms with minimal disruption. They review and revise teaching programs and are developing practices to deliver formative and timely feedback to students to support their learning. Teacher collaboration has improved in 2018 with time and resources dedicated to supporting collective teacher efficacy. In the area of Data Skills and Use, we have identified as delivering. Significant work in collecting and analysing student data has resulted in improvements around evidence informed teaching. Teachers continue to strengthen their practices in analysing a variety of data to support and inform student learning. In the area of Professional Standards, we are delivering. Teachers are aligning their practice to the Professional Standards for Teachers through the PDP process, which in turn is informing their professional development plan. All teachers continue to achieve and maintain their accreditation at Proficient Teacher level with some staff investigating accreditation at the higher levels. Two staff members are explicitly aligning their practice to the Principal Standard. Evidence has shown that in the area of Learning and Development we are sustaining and growing. The professional learning and development of teachers continues to be a priority. The professional learning schedule demonstrates strong links to the School Plan. Through PDPs, teachers are actively engaged in planning their own professional development to improve their performance. Formal mentoring and coaching practices exist across the school and internal expertise has been used extensively in the delivery of professional learning for staff.

Leading

In the area of Educational Leadership, our school is sustaining and growing. A significant amount of instructional leadership was demonstrated through the implementation of Visible Learning, L3 and Data Analysis and Planning Days through Strategic Directions 1 and 2 in our School Plan. Evidence shows that this instructional leadership has led to measurable improvements for students in classrooms K-6. Processes are in place to collaboratively review teaching practices and a professional learning community exists which is focused on continuous improvement of teaching, learning and high performance. Parents and community members are actively engaged in a range of school-related activities, contributing to a cohesive community. In the area of School Planning, Implementation and Reporting, the school is sustaining and growing. There is clear evidence of the leadership team actively supporting change leading to school improvement. Feedback from all stakeholders through the revised annual self-evaluation process allowed the school to effectively measure the impact of change. Strategic Direction Teams meet regularly to monitor the milestones of the School Plan and make ongoing adjustments as required. The school's Annual Report is published with all the necessary detail and information for the broader community to ascertain the school's priorities, directions and funding allocations. In the area of School Resources, the school is sustaining and growing. There were a number of initiatives employed in 2018 in order to streamline administrative practices which are monitored through feedback from the parent body and the administrative staff. Technology is used broadly for administrative practices to improve efficiency. Creative approaches have been employed to maximise the use of the physical environment of the school. Technology is accessible to staff and students but infrastructure and the number of devices available will continue to be a focus next year. The school is accessed by several members of the school community for additional use of school assets and resources. This includes facilitating a before and after school care facility, religious groups, and a fitness group. All these groups provide additional services to our school community. As school staff continue to refine their skills with the new financial management processes, and with increased funding through the improved school budget, the school is gaining efficiencies to maximise the available resources. In the area of Management Practices and Processes, the school is sustaining and growing. Following the refinement of several administrative practices in 2018, the school is excelling in its operation of administrative systems and processes. This has been assisted by the work of a Business Manager two days per week. There are streamlined processes for the delivery of information to parents and the community and a number of communication methods are used as part of daily practice. Community satisfaction is comprehensively assessed and analysed through the new annual self-evaluation process and through regular feedback from the broader school community.

Our self-assessment process will assist the school to refine our School Plan, leading to further improvements in the

Strategic Direction 1

Quality teaching for every student

Purpose

To ensure the ongoing development of highly skilled teachers who deliver quality teaching to every student in a safe and productive learning environment. Our teaching will be evidence informed, engaging, inclusive and differentiated to meet individual student learning needs.

Overall summary of progress

Literacy and numeracy are major focus areas through Strategic Direction 1. All Kindergarten teachers were trained in L3 pedagogy and successfully implemented the strategies in all five classrooms. The two new K–2 staff were trained in Targeting Early Numeracy and had the full support of our TEN facilitator throughout the year.

All teachers were provided with opportunities to work in collaboration to best support student learning. Weeks 5 and 10 of each term were dedicated to data and planning where grade teams analysed data and planned for the following five weeks. Stage , curriculum team and strategic direction team meetings were timetabled to provide teachers with time to evaluate, plan and coordinate the school's future directions and practice. A learning and support coordinator was appointed to refine and improve learning and support procedures and to monitor and report on student interventions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020, 90% of students will exit Kindergarten with a reading level above Level 5 (70% in 2018, 80% in 2019) and 90% of Yr 1 students will exit with a reading level above Level 14.	L3 training FoR1 training TEN training \$75000 L3 training and resources \$4000 professional learning \$6250 equity funds \$33500 Quality Teaching, Successful Students (QTSS) funds	93% of Kindergarten students exited with a reading level above level 5. This is 23% higher than our initial target. There were no kindergarten students exiting on levels 0–2. 67% of Kindergarten students exited at or above level 12 with 36% at or above level 15. This is a huge improvement on 2017 exit levels for Kindergarten students. PLAN data for targeted Stage 1 intervention students indicates accelerated literacy progress.
By the end of 2019, we will have met or exceeded the Premier's Priority targets for achievement in the proficiency band for reading, as demonstrated by NAPLAN and school-based assessment measures.	\$37500 equity funds to staff Bump–It–Up groups	All targeted students demonstrated improvements in reading as measured by Literacy Continuum data. The school is working towards its 2019 target for an increased percentage of students in the top two bands in NAPLAN.
By the end of 2019, we will have met or exceeded the Premier's Priority targets for achievement in the proficiency band for numeracy, as demonstrated by NAPLAN and school-based assessment measures.	\$37500 equity funds to staff Bump–It–Up groups	All targeted students demonstrated improvements in numeracy as measured by Numeracy Continuum data. The school is working towards its 2019 target for an increased percentage of students in the top two bands in NAPLAN.
By the end of 2019, the new Science and Technology Syllabus will be fully implemented K–6 and teachers will be adequately prepared for the implementation of the new PD/H/PE Syllabus in 2020.	No cost	All teachers took part in professional learning around the new Science and Technology syllabus.

Next Steps

- Following the huge success of L3 in Kindergarten in 2018, all Year 1 teachers will be trained in L3 in 2019. This will provide continuity of pedagogical approach for the 2018 Kindergarten cohort as they transition into Year 1.
- Kindergarten teachers will complete their second year of L3 training (OPL) to embed L3 pedagogical practices.
- Any K–2 teachers who have not been trained in Targeting Early Numeracy (TEN) will be trained in 2019.
- There will be a heightened focus on teacher collaboration in 2019 with a commitment to Progressions and Planning days each term, where teachers will have time to develop their capacity to use the learning progressions and plan explicit teaching and learning episodes with their grade colleagues. This will embed a process of formative assessment to evaluate teaching effectiveness and establish future teaching directions in literacy and numeracy.
- Professional learning around the new Science and Technology syllabus will continue in Semester 1 of 2019. A whole school coding program will be implemented in Semester 2 of 2019. Professional learning around the new PD/H/PE syllabus is scheduled for Semester 2 in 2019.

Strategic Direction 2

Creating a high performing learning culture

Purpose

To create a learning culture where high but achievable expectations and standards are set and met by teachers and students alike. We aim to create successful, engaged life-long learners who are well-equipped to become active, informed and productive citizens.

Overall summary of progress

All teaching staff participated in Visible Learning (VL) training throughout the year, beginning with a Community of Schools (CoS) professional learning activity delivered by Corwin at the Term 1 School Development Day. This was then followed up through additional PL for key staff from each CoS school throughout the year, which facilitated further professional development for all teachers throughout 2018. All staff included a VL goal as part of their 2018 PDP to support their growth and development in this area of teaching and learning. A whole school coordinated approach to the application of Visible Learning strategies supported the individual learning needs of students. The use of QTSS time and ongoing observations assisted in the progress of VL implementation across classrooms. QTSS time provided opportunities for teachers to identify areas for professional development and facilitated high quality professional learning opportunities. Staff used data collection and collaborative data analysis and planning days to inform decisions, create interventions and provide quality teaching in literacy and numeracy as part of the initiatives within Strategic Direction 2. The whole Executive Team attended a two day conference on Collective Teacher Efficacy, helping to develop our thinking around school processes for teacher collaboration. This learning helped to influence the structure and delivery of Data Analysis and Planning Days in 2018. There was a greater influence on providing time for teacher collaboration and sharing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers demonstrate the use of learning intentions, success criteria and high quality feedback as part of embedded practice.	\$25000 school funded Curriculum Leader position	The Curriculum Leader, in consultation and collaboration with the Visible Learning Team, delivered professional learning throughout the year to all teachers. Evidence of the daily use of learning intentions and success criteria is evident across the school from K–6.
Formative assessment practices are used by every teacher to inform planning, teaching and learning.	\$25000 school funded Curriculum Leader position	Teachers shared formative assessment practices with their colleagues through classroom walk-throughs and staff sharing sessions. Teachers also observed the use of formative assessment practices by their colleagues and then sought feedback following collegial observations of their practice.
Data and evidence reflects positive growth for every student in literacy and numeracy.	\$25000 school funded Curriculum Leader position	Teachers worked with the Curriculum Leader and stage colleagues twice each term to collect and analyse data to inform future teaching for individual students. The school's data-wall demonstrated progress for every student in both literacy and numeracy.
Improved feedback on the way the school caters for the needs of gifted and talented students with evidence to quantify higher order skill development through targeted interventions.	\$1200 Regional Gifted and Talented Class program	Two high performing students were supported to attend the Regional AG class in 2018. Planning began for a school-based gifted and talented program in 2019.

Next Steps

- All teachers will be trained in the use of the new Literacy and Numeracy Progressions and implementation of the use of the progressions will be highly supported by the Curriculum Leader. This will occur through a slow and steady implementation approach, beginning with the Reading and Viewing aspect of the Literacy Progressions.
- The school will look at its provision of teaching and learning opportunities that support the growth and development of gifted and talented students with a new school-based gifted and talented program to be implemented in 2019.
- Professional learning for teachers around the use of formative assessment practices will compliment our work on Visible Learning. Research and resources from Dylan Wiliam will support this work.
- Teachers will continue to embed the practice of using Learning Intentions and Success Criteria (LISC) in their lessons and this will be supported by the work of the Curriculum Leader.
- Teachers will undertake considerable professional learning in the implementation of the new Science and Technology and PD/H/PE syllabi.

Strategic Direction 3

High quality leadership development

Purpose

To develop leadership at all levels that contributes to continual school improvement. We aim to deliver leadership that maintains a focus on the achievement of high academic standards, positive well-being for students and staff and engagement of the whole community in the life of the school.

Overall summary of progress

There was a focus on improving leadership development across all aspects of the school community. Students were able to be involved in several opportunities to develop their leadership skills through designated leadership roles, the GRIP Leadership Conference, involvement in the Student Representative Council, the Year 6 Leaders Program and a special leadership development program for Year 5 students.

Executive Team Meetings were restructured so that targeted professional learning around leadership was included as a regular part of the weekly Executive Team Meetings. A new Leadership Team initiative, consisting of 15 volunteer staff members at all levels across the school, came together twice each term to discuss School Plan initiatives, school performance, school policies and future directions. Team members also undertook professional learning in leadership development. This team was instrumental in driving the new annual school self-evaluation process. Feedback from the team suggested this new initiative was a huge success and it will therefore, continue in 2019.

Parents and community members were actively involved in leadership roles across the school through P&C initiatives, special events like the ANZAC Day ceremonies and participation in the evaluation and planning cycle.

Feedback from the annual survey showed very high satisfaction rates with school leadership from all aspects of the school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School self-evaluation data reflects high levels of satisfaction around school leadership.	No cost	Annual school self-evaluation data reflects high levels of satisfaction around school leadership across all aspects of the school community.
High quality, effective and sustainable leadership is evident across the school.	No cost	The new Leadership Team initiative is established with 15 staff members. Weekly leadership development for the Executive Team is embedded as part of normal practice.
Teachers actively align their practice to the Quality Teaching Framework and the Australian Professional Standards for Teachers and School Leaders.	\$9000 professional learning funds	Teacher Professional Development Plans align to the Quality Teaching Framework, the Professional Standards for Teachers and/or the Principal Standard. Two senior executive were part of the NSWPPA Principal Credential and two middle executive members undertook the Art of Leadership course.

Next Steps

- The school will aim to embed these new opportunities and leadership practices in 2019 and 2020 so they become a regular part of daily practice at Mount Terry PS.
- The school will look to be responsive to feedback from the whole school community through the ongoing implementation of the School Plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$40 486 (Indigenous SLSO)	Feedback from students, teachers and parents has been very positive, particularly around the contributions made by the Indigenous School Learning Support Officer; Aboriginal student performance data (Literacy and Numeracy continuum growth and NAPLAN data) clearly shows strong growth for Aboriginal students; The school was represented at every AECG Meeting, hosting one of the meetings and the AGM; Staff awareness of and adherence to Aboriginal Education policies is evident across the school.
English language proficiency	\$34 266 (EAL/D teacher)	An EAL/D teacher was employed for a day and a half every week to support students with a low English language proficiency. Programs were designed to meet the individual needs of these students.
Low level adjustment for disability	\$124 936 (LaST Teacher) \$75 036 (SLSO support)	Significant support was provided to students with low level disabilities and support needs through the work of the Learning and Support Teacher and School Learning and Support Officers. Data collected by the LaST shows the positive impact of this support across the year.
Quality Teaching, Successful Students (QTSS)	\$133 993 (staffing) • (\$0.00)	QTSS time was provided to teachers so they could be released from class to observe others, collaborate, give and receive feedback and to investigate best practice in other schools. The allocation of QTSS time was equitable across the stages and Assistant Principals logged how time was being used and the impact of these experiences.
Socio-economic background	\$210 720	Additional literacy and numeracy programs were implemented by teachers and SLSOs to support underperforming students from low socio-economic backgrounds. Funding in this area was used in part to facilitate the school's Bump-It-Up program where there was a focus on moving middle performing students to the top. Funds were also used extensively to support the engagement of students in various excursions and school activities, where families were unable to meet financial commitments due to personal circumstances and hardship.
Support for beginning teachers	Beginning Teacher funds. • Support for beginning teachers (\$4 400.00)	In 2018, beginning teacher funds were used to support one beginning teacher in her first year of teaching. This was in the form of additional release time and time to work with a mentor colleague.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	372	390	401	377
Girls	348	350	351	352

Enrolment numbers were consistent with previous years although non-local enrolments have decreased following a review of the school's Non-Local Enrolment Policy in 2018.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.2	95.8	95.6	94.4
1	95.6	95.9	94.2	93.4
2	94.7	94.9	94	93.6
3	93.8	95.7	92.2	92.8
4	94.7	92.9	93.8	92.7
5	94.1	94.7	92.7	93.1
6	94.5	93	92.9	92.2
All Years	94.8	94.7	93.6	93.2
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 monitored closely by the school's senior executive and also by the Home School Liaison Officer. The management of non-attendance is undertaken daily through an electronic roll marking system. If a student's absence is flagged, the following procedure is followed:

- Direct contact is made with parents/careers of students with unsatisfactory attendance.

- A letter requesting an explanation of absences is sent home.
- The Home School Liaison Officer is asked to participate in solving the matter of unsatisfactory attendance if further action is required.

Attendance rates for 2018 have been slightly below previous year's but similar to state average.

Unacceptable attendance is addressed through formal school procedures in line with the Department's Attendance Policy. Many students were absent in 2018 for extended periods due to family holidays scheduled during school time, which has impacted on attendance data.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	27.79
Teacher of Reading Recovery	1.05
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.47

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce. 4% of the staff at Mount Terry Public School have Aboriginal and Torres Strait Islander heritage.

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	

Professional learning and teacher accreditation

As a school, we recognise the importance of ongoing professional learning in the delivery of a high quality education experience. The school places great emphasis on the need for targeted professional learning and significant funds are allocated for this purpose. A large proportion of funds in 2018 were allocated to L3, FoR and TEN training.

All teachers were trained in Visible Learning and individual staff undertook targeted professional learning in areas like student welfare, beginning teachers, autism, behaviour management, literacy and numeracy strategies and interventions, PE and sport, leadership development, mandatory compliance training and catering for students with additional needs.

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	407,963
Revenue	6,424,028
Appropriation	6,259,529
Sale of Goods and Services	2,783
Grants and Contributions	157,157
Gain and Loss	0
Other Revenue	0
Investment Income	4,560
Expenses	-6,264,691
Recurrent Expenses	-6,264,691
Employee Related	-5,874,208
Operating Expenses	-390,483
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	159,337
Balance Carried Forward	567,301

An additional balance was carried forward at the end of 2018 but is reserved for allocation to unbilled staffing costs and unpaid invoices at the time of financial roll-over. The actual opening balance and available funds for 2019 will be similar to the previous year.

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	4,811,144
Base Per Capita	145,414
Base Location	0
Other Base	4,665,730
Equity Total	485,484
Equity Aboriginal	40,486
Equity Socio economic	210,720
Equity Language	34,266
Equity Disability	200,012
Targeted Total	380,336
Other Total	350,287
Grand Total	6,027,251

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.

On average across all aspects of literacy, 87.6% of Year 3 students and 82% of Year 5 students were at or

above national minimum standard with 47.4% of Year 3 students and 25.7% of Year 5 students in the top two bands. Results for both Yr 3 and Yr 5 in writing were particularly strong and well above state average. The average NAPLAN growth score for students in Yr 5 was higher than state average and statistically similar schools in every aspect of literacy.

On average across all aspects of numeracy, 87.6% of Year 3 students and 82% of Year 5 students were at or above national minimum standard with 33.3% of Year 3 students and 12% of Year 5 students in the top two bands. Year 3 students performed particularly well as they achieved a higher average score in numeracy for the third year in a row and performed significantly higher on average than 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.

Our school is working on improving the number of students in the top two NAPLAN bands in reading and numeracy to meet the Premier's Priorities. In 2018, 30% of Yr 3 students and 24% of Yr 5 students achieved in the top two NAPLAN bands in reading. 19% of Yr 3 students and 11% of Yr 5 students achieved in the top two bands for numeracy. Numbers of Aboriginal students were too few to report on with validity in this section.

Parent/caregiver, student, teacher satisfaction

In 2018, the school introduced a new and much more comprehensive annual school self-valuation process. The process was led by the school's new Leadership Team and included analysis of data and feedback collected through:

- a school-based annual survey for students, parents and staff;
- the Tell Them From Me survey;
- analysis of school-based data and NAPLAN data; and
- feedback through student and parent focus groups.

The data was analysed by the Leadership Team and the findings helped to inform the 2019 iteration of the 2018–2020 School Plan. Feedback from all aspects of the school community was overwhelmingly positive. Some of the key aspects of feedback are detailed below.

Feedback from the student body indicated:

- Over 90% of students feel that their individual needs are catered for and they get good quality feedback about their learning, achievement and progress.
- Almost 90% of students feel that teachers set

high expectations for students.

- 91% of students indicated that their teacher helps them to know where they are at with their learning and 87% know where they are going next.
- 90% of students reported that they had opportunities to engage in leadership roles within the school.
- Over 93% of students indicated that they highly value the opportunities the school provides to be involved in extra-curricular activities.
- Teachers are highly valued by the students.
- Children like coming to school and they feel safe and happy.

Key areas that students feel need improvement include:

- gaining a deeper understanding of the welfare and discipline procedures;
- opportunities for gifted and talented students; and
- student access to reliable technology and connectivity.

Feedback from the parent body indicated:

- Over 94% of parents are proud to be part of the Mount Terry Public School community and highly value to the teaching staff.
- Over 90% of parents feel they have the opportunity to be heard and their views are listened to.
- 86% of parents feel that the individual needs of their children are being addressed and met, while 4% didn't know.
- 81% of parents feel that they get quality information and feedback about their child's progress at school.
- 90% of the parents feel that the quality of teaching is high and 92% are happy with their child's progress and achievement.
- 98% of the parents indicated that they highly value teacher professional learning and development.
- Over 93% of parents feel that their children have good opportunities to be leaders or to develop their leadership skills within the school.
- 82% of parents feel the school's Executive Team provide effective leadership. 11% didn't know.

Key areas that parents feel need improvement include:

- a deeper understanding of the discipline and welfare procedures;
- more information about how they can better help their children at home;
- further enhancements to the provision of technology in the school; and
- better opportunities for gifted and talented students.

Feedback from teachers and staff indicated:

- There is a strong sense of collegiality amongst the staff.
- Opportunities for professional learning are highly valued and their work with the Curriculum Leader in 2018 was very worthwhile.
- 92% of teachers are highly satisfied with the opportunities they have to collaborate and plan with their colleagues.
- 92% of teachers understand the procedures and operation of the school's Learning and Support

Team and how it is used to support students with additional needs.

- 90% of teachers believe that the school sets high expectations around student learning and achievement.
- 88% of teachers are consistently using data to inform their teaching.
- 85% of the staff feel that the school's executive team provide effective leadership.

Key areas that teachers and other staff feel need improvement include:

- better access to reliable technology and connectivity;
- streamlining the school's welfare and discipline policy; and
- re-thinking the way that QTSS funds are used to better support teacher growth and development.

Policy requirements

Aboriginal education

Aboriginal Education has continued to be a major focus for Mount Terry Public School in 2018, with 100% of Aboriginal students and their parents/carers participating in the development of Personalised Learning Pathways (PLPs), which focused on areas of academic achievement, personal improvement and future aspirations. The process created and strengthened home/school partnerships and provided students with individualised learning goals. Students achieving below stage expectations in Numeracy and Literacy were guided to develop a goal around increasing their academic achievement in this area. All staff incorporated Aboriginal perspectives throughout their teaching programs. Teaching programs also included evidence and monitoring of student PLP goals. Establishing and maintaining connections with our Indigenous students, their families and our local community has been a key focus for the Aboriginal Education Team and staff of Mount Terry during 2018. Staff regularly attended AECG meetings to remain up to date with key community events and information. Mount Terry hosted a meeting on our grounds and also shared ideas and approached community about events and ideas planned for our school. Supporting our local community and establishing connections with our Indigenous families is vital to ensure key relationships are developed and maintained and all local protocols are followed. Mount Terry staff and students involved community and our Indigenous families in celebrating and acknowledging significant events and dates such as Reconciliation Week and Sorry Day through hosting BBQ's, afternoon teas and acknowledgement assemblies during 2018. These events provided opportunities for quality and authentic connections to be made and built upon between school, home and community. Our Reconciliation Week BBQ had 56 community members in attendance in 2018, which demonstrated a growing commitment from the community to support Mount Terry staff and students' efforts to establish connections in the development of cultural identity. The assemblies this year were whole school events led by our Indigenous students who

jointly wrote scripts and collaborated in preparing speeches and presentations with an Indigenous member of staff. These opportunities have allowed students to develop confidence and a sense of pride in their culture. All students of Mount Terry were involved in whole school acknowledgements, celebrations and classroom activities, which increased Aboriginal cultural awareness. We acknowledged significant events including Sorry Day, Reconciliation Week and NAIDOC Week. During Reconciliation Week, senior Aboriginal students attended the annual Shellharbour City Council Reconciliation Flag Walk. Each year the Aboriginal Education Team creates a whole school appreciation project for Reconciliation week. These projects aim to encourage all staff and students at Mount Terry to be actively involved in the acknowledgement and celebration of Indigenous Australia. In 2018, every student, Indigenous and non-Indigenous, created a 'Reconciliation – All in This Together' wall of hands, which was displayed at the front of the school, alongside a collection of Sorry Day flowers. The flowers were donated by South Coast Aboriginal Medical Services and served as a discussion focus for teachers and students whilst focussing on the importance of Sorry Day. Whole school involvement in significant events and celebrations allows the staff and students of Mount Terry to work towards a common goal of delivering Aboriginal cultural knowledge and a mutual respect for our shared history. 2018 was the second year Mount Terry Public School Indigenous students were involved in the NAIDOC Public Speaking Workshops with around 12 other schools. The seven Stage 3 students engaged in activities that aimed to build upon existing public speaking skills and to develop new skills. Students learnt how to write and deliver speeches, including formal presentation techniques. The workshops encouraged risk taking where students gained self-confidence. All students participated in competitions during Term 3. In 2018, Mount Terry Public School funded an Indigenous Learning Support Officer (ILSO) employed to make connections with and support our Indigenous students to achieve their goals both in and out of the classroom. Areas of student learning needs were identified by executive staff and the school's Aboriginal Education Team using the school's data wall, the Learning & Support Team and reporting data. Class teachers were consulted to develop programs to support the areas of need within Literacy for their Indigenous students. Time and resources were allocated to support students and their teachers within their classrooms through the implementation of specific needs-based programs. Pre and post testing was completed to ensure student needs were being met and progress was monitored and tracked on our whole school data wall at five-weekly intervals. Physical resources were purchased to support our ILSO and also increased the Aboriginal education section of our school library to include relevant resources for our students. Six big books, early readers picture book sets and a collection of fictional stories featuring Aboriginal characters were selected to suit the needs and interests of our current Indigenous students and were added to the existing resources available for all students to access.

Multicultural and anti-racism education

Approximately 8% of students at Mount Terry Public School identify as having language backgrounds other than English. This includes students who were born in Australia with parents from different language backgrounds. All parents and caregivers are welcomed into the school and we continue to be proud of our inclusive approach to all aspects of school life. All students are encouraged to recognise and celebrate their cultural identity.

The EAL/D (English as an Additional Language or Dialect) program provided appropriate support to develop the English language and literacy skills for students from non-English speaking backgrounds. Support is provided in classrooms and through withdrawal programs so that students can fully participate in schooling and achieve equitable educational outcomes.

We continued to promote a racism-free learning and working environment. Two staff members are currently trained as anti-racism contact officers.