

Telarah Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Telarah 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.

School contact details

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School background

School vision statement

Creating and maintaining wellbeing so that learning can be the focus.

School context

Telarah Public School is situated in the western Maitland suburb of Telarah. The school has enrolment of 510 students and a FOEI of 160. There are 17 mainstream classes, two K–6 Support Classes for Emotional Disturbances (ED), an Early Intervention Unit (EIU) and a two room Preschool. Over 21% of students are Aboriginal, 4% are of non–English speaking backgrounds. The school serves a predominantly low socio–economic community and there is some notable transience mainly due to government housing availability.

Our Preschool is one of only 100 NSW Department of Education Preschools and caters for 80 Preschool aged children who attend 5 days a fortnight. During the most recent Assessment and Rating the Preschool was recognised as achieving Exceeding in all Quality Learning Areas. The Early Intervention Unit caters for up to sixteen 3–5 year old children with disabilities. The EIU is primarily designed to support students to transition to school in the year they turn 6 and is structured to enable the staff to provide additional support in consultation with families and external agencies. The two K–6 Support Classes for Emotional Disturbances cater for 14 students who are shared enrolments from other schools across the Lower Hunter Area. Access to both the Early Intervention and ED Support Classes is gained through the base school completing an Access Request application in partnership with the family.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Effective Teaching – Successful Learners

Purpose

Effective teaching improving Literacy and Numeracy across all Key Learning Areas enables our students to be successful learners. Effective teaching is collaborative and evidence driven with data and research informing continuous improvement in pedagogical practice so that all students experience success.

Improvement Measures

All teachers using collaborative, evidence informed pedagogy to inform and improve teaching practice.

Increased engagement in learning and achievement of outcomes for all students.

80% of students will achieve their expected growth in Literacy and Numeracy.

Progress towards achieving improvement measures

Process 1: Data Tracking

Use data effectively to monitor student achievement in literacy and numeracy; enabling targeted teaching to meet individual needs of learners.

Evaluation	Funds Expended (Resources)
Centralised whole school data reporting system and Assessment and Reporting processes continuing to be reviewed and revised to enable effective assessment that informs teaching and learning to improve student outcomes.	Data Systems: Markbook via SENTRAL. PLAN 2 for aspects of English and Mathematics. Stage and Whole School consistent teacher judgement for assessment criteria and work samples.

Process 2: Professional Learning

Participate in professional learning to improve teaching practice and student outcomes. Use evaluative thinking to improve practice with PL clearly aligned to PDPs and School Plan.

Evaluation	Funds Expended (Resources)
PL for individual, stage and whole school levels accessed via internal expertise and quality external sources to achieve PDP goals, whole school targets and improve teaching and learning outcomes. Regular stage, cross stage and whole school PL sessions scheduled to facilitate consistent and comprehensive implementation of SDD and specific PL accessed.	Identified PL to meet individual professional learning needs and whole school focuses as part of achieving school plan targets.

Process 3: Implementation of Programs

Deliver effective, research informed teaching programs that improve student outcomes in literacy and numeracy across KLAs.

Evaluation	Funds Expended (Resources)
Teaching programs deliver syllabus outcomes using research and evidence informed teaching and learning practices developed collaboratively in stage teams. Student needs continued to be met through differentiation that improves learning outcomes and caters to point of need.	Regularly scheduled collaboration sessions for programming that is differentiated and responsive to the changing needs of learners.

Strategic Direction 2

Positive Relationships – Great School

Purpose

High expectations drive building and sustaining positive relationships between students, staff, families and the community. Collaborative relationships enable quality teaching to achieve successful outcomes for all students. This is strengthening our positive school culture of continuous improvement as wellbeing is created and maintained so the focus can remain on learning.

Improvement Measures

Consistent engagement of the school community with family involvement increasing.

100% of all LST referrals actioned and improvement of student outcomes demonstrated.

Increased staff efficacy improving student outcomes and the school culture with a focus on learning.

Progress towards achieving improvement measures

Process 1: Community Engagement

Provide opportunities for the school community to be involved and engaged in consultation, collaboration and participation across all aspects of the school.

Evaluation	Funds Expended (Resources)
Utilising communication channels regularly and consistently with continued opportunities for families to be involved in regular school events as well as celebrations. Seeking feedback from families continues to inform how the school engages the community and increases relationships between school and home.	Communication channels and opportunities for family engagement, both formal and informal. Ongoing support and participation with P&C.

Process 2: Student Wellbeing

Implement a whole school integrated approach to student wellbeing through LST and PBL processes enabling all students to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
LST Policy and processes incorporates Wellbeing Framework and includes Attendance and Bullying Policies. Whole school approach to student wellbeing with processes clearly articulated and systemically implemented to meet the individual needs of students with PBL providing practical strategies and clear focus areas.	Internal and external support services utilised to identify and meet student needs. Positive Behaviour for Learning actively used across the whole school including family and school community.

Process 3: Staff Wellbeing

Implement a whole school integrated approach to staff wellbeing that enables consistent and ongoing support resulting in positive practices.

Evaluation	Funds Expended (Resources)
Staff Wellbeing issues and strategies addressed each term with EAP information provided. Ongoing quality PLK provided and accessed to improve staff wellbeing resulting in increased teacher efficacy and improving student outcomes. Specific and contextual wellbeing needs met and supported for all staff.	Quality wellbeing PL accessed and consistent ongoing PL to reconnect and follow up with implementation.

Strategic Direction 3

Quality Systems – Quality Outcomes

Purpose

Quality systems within the school and across educational networks are innovative, responsive and embedded to achieve continuous improvement in quality outcomes for our students, staff and school community. A strong culture of continuous improvement through positive relationships and collaborative teaching and learning is enabled by ongoing and rigorous evaluation of school systems to deliver quality outcomes.

Improvement Measures

Improve operational systems through the use of collaboratively developed actions plans and evaluative feedback.

Increase effectiveness of resource allocation through the effective use of SAP and eFPT systems.

100% of teaching and non-teaching staff engage in PDP processes that enable continuous improvement in practice with goals and professional learning clearly aligned to the School Plan.

Progress towards achieving improvement measures

Process 1: Operational Systems

Develop action plans for whole school processes and key events to ensure quality outcomes through consistency and evaluative feedback informing continuous improvement.

Evaluation	Funds Expended (Resources)
Operational systems and school events continue to be evaluated and reviewed to incorporate feedback for improved effectiveness. Consistent and timely communication is enabling increased organisation and participation.	Centralised systems and consistent communication for whole school processes and key events.

Process 2: Staffing and Resources

Allocate staffing and financial resources effectively to meet the contextual needs of the school and enable the School Plan to be delivered.

Evaluation	Funds Expended (Resources)
Improved practice in SAP systems enabling accurate budget resourcing and staffing structures. Budget projections informed by improved EFPT systems allowing school plan targets to be met.	Ongoing EFPT and financial planning PL.

Process 3: Staff Development

Implement PDP and Beginning Teacher Fund Plans effectively to embed continuous improvement of teaching practice and leadership across the school.

Engage in professional learning across educational networks to improve teaching and leadership practices and outcomes across the network.

Evaluation	Funds Expended (Resources)
Opportunities identified and provided through PDPs and Beginning Teacher Fund Plans for developing teaching practice and leadership that enables individual and whole school goals to be achieved.	Staffing and resources allocated.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staffing and resources allocated.	Targeted PL, support plans, programs, strategies and cultural inclusion to improve educational outcomes.
Low level adjustment for disability	Staffing and resources allocated.	Targeted PL, support plans, programs and strategies to improve educational outcomes.
Quality Teaching, Successful Students (QTSS)	Staffing and resources allocated.	APs off class to provide support to CTs in improving quality teaching practice through coaching, mentoring and direct support.
Socio-economic background	Staffing and resources allocated.	LST providing support and programs to improve wellbeing and increase educational outcomes. PBL weekly focus across whole school community, Breakfast club (daily), uniforms, Telarah Pharmacy information session and product discount (termly), Art Therapy (weekly), Social Groups (weekly), LAST literacy and numeracy intervention (daily).
Support for beginning teachers	Staffing and resources allocated.	Mentoring processes in place with collegial support, executive supervision and professional learning improving ongoing quality practice.
Early Action for Success	Staffing and resources allocated.	Syllabus knowledge development and consolidation of literacy and numeracy progressions with ongoing TPL, collaboration and mentoring.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	226	238	221	221
Girls	212	204	200	198

Student attendance profile

School				
Year	2016	2017	2018	2019
K	90.2	90.8	90.4	89.7
1	90.4	88.7	88.1	88.2
2	89.7	89.8	88	88.9
3	90.7	89.1	91.2	88
4	90.6	89.5	89.8	89.2
5	89.4	90.6	88.1	89.1
6	88.2	87	87.1	89.2
All Years	89.9	89.4	88.9	88.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	7
Classroom Teacher(s)	22.4
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	2
Teacher Librarian	0.8
School Administration and Support Staff	8.72

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	610,489
Revenue	6,946,817
Appropriation	6,779,744
Sale of Goods and Services	15,960
Grants and contributions	150,472
Investment income	542
Other revenue	100
Expenses	-6,876,067
Employee related	-5,778,905
Operating expenses	-1,097,162
Surplus / deficit for the year	70,750

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	680,886
Equity Total	1,380,837
Equity - Aboriginal	144,306
Equity - Socio-economic	917,398
Equity - Language	400
Equity - Disability	318,732
Base Total	2,961,562
Base - Per Capita	105,571
Base - Location	0
Base - Other	2,855,991
Other Total	1,433,918
Grand Total	6,457,203

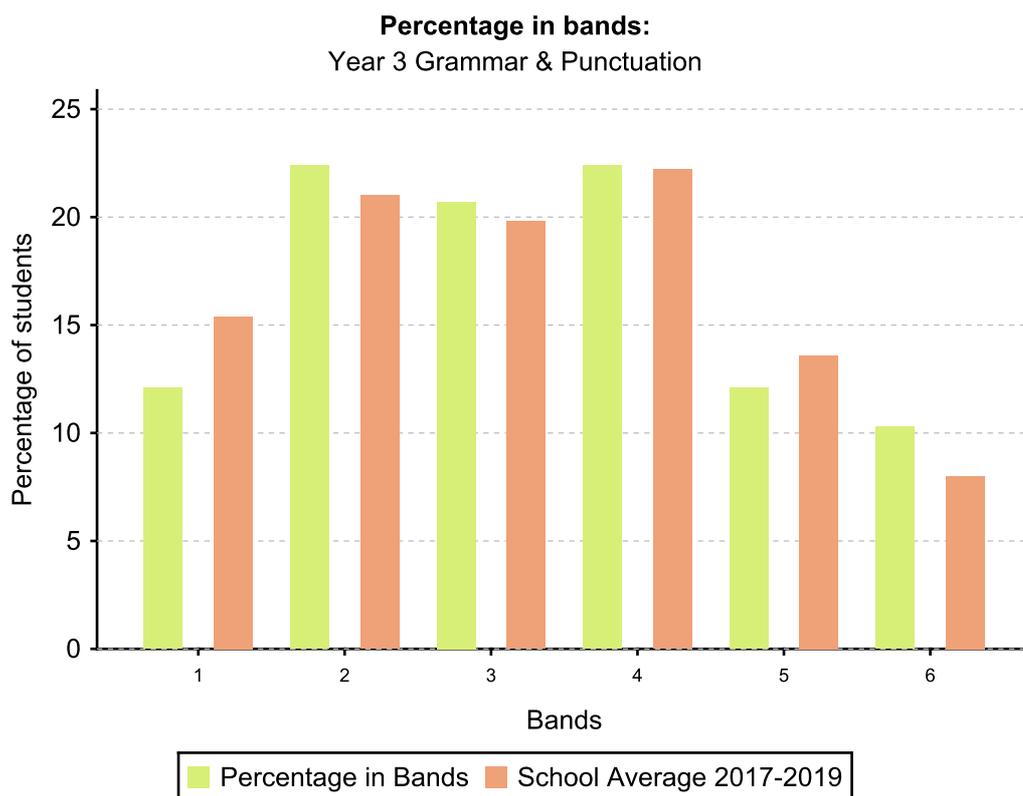
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School performance - NAPLAN

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.

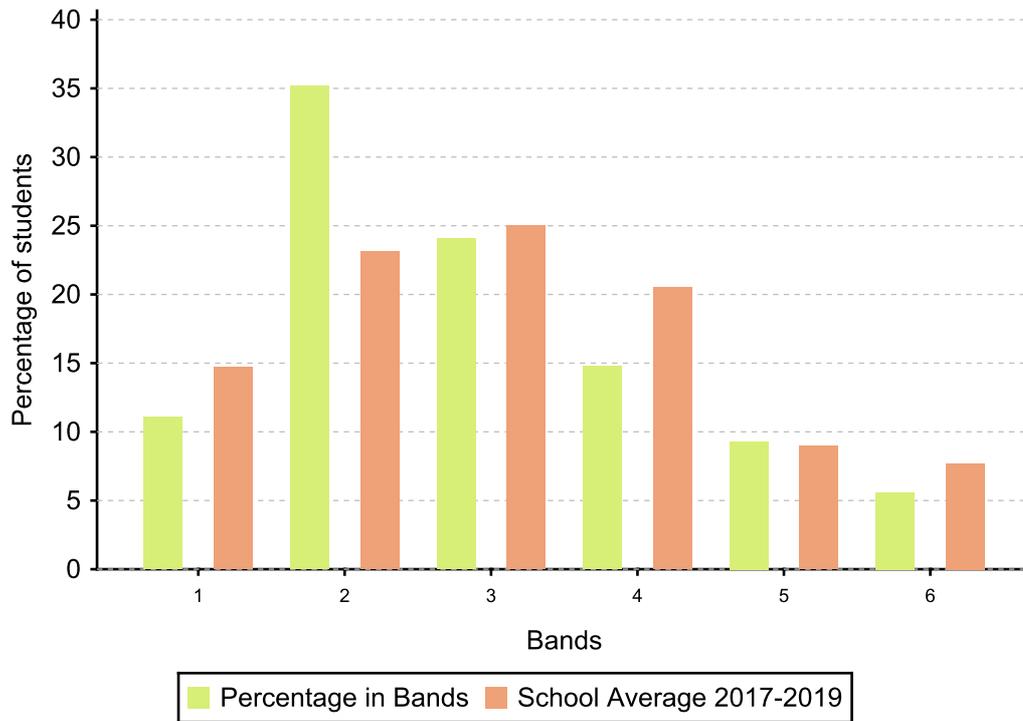
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



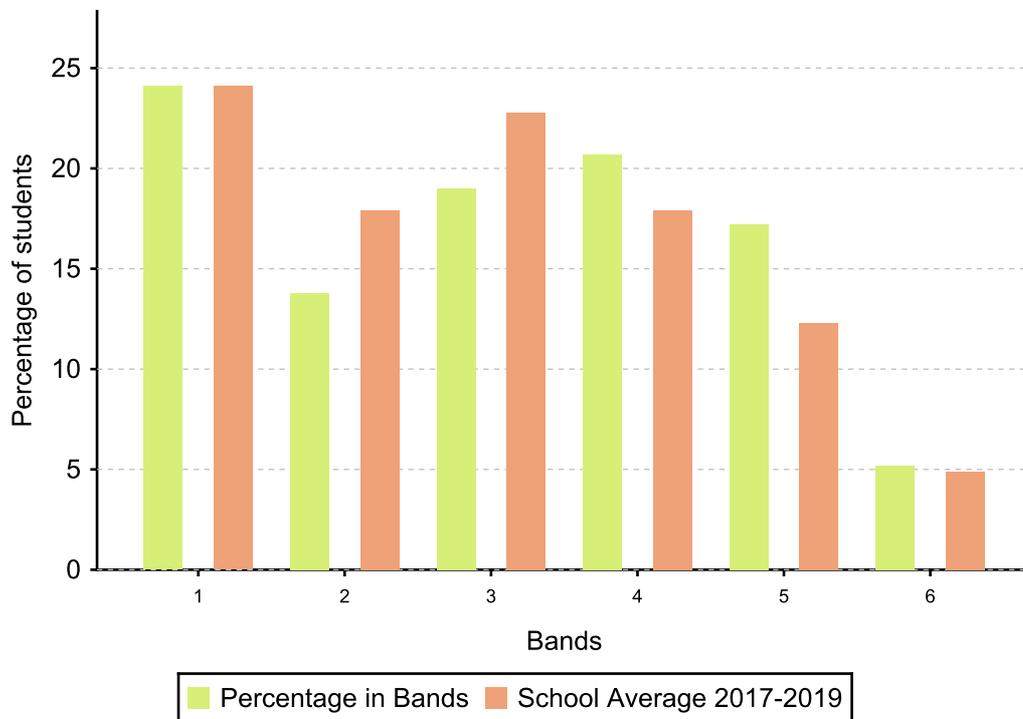
Band	1	2	3	4	5	6
Percentage of students	12.1	22.4	20.7	22.4	12.1	10.3
School avg 2017-2019	15.4	21	19.8	22.2	13.6	8

**Percentage in bands:
Year 3 Reading**



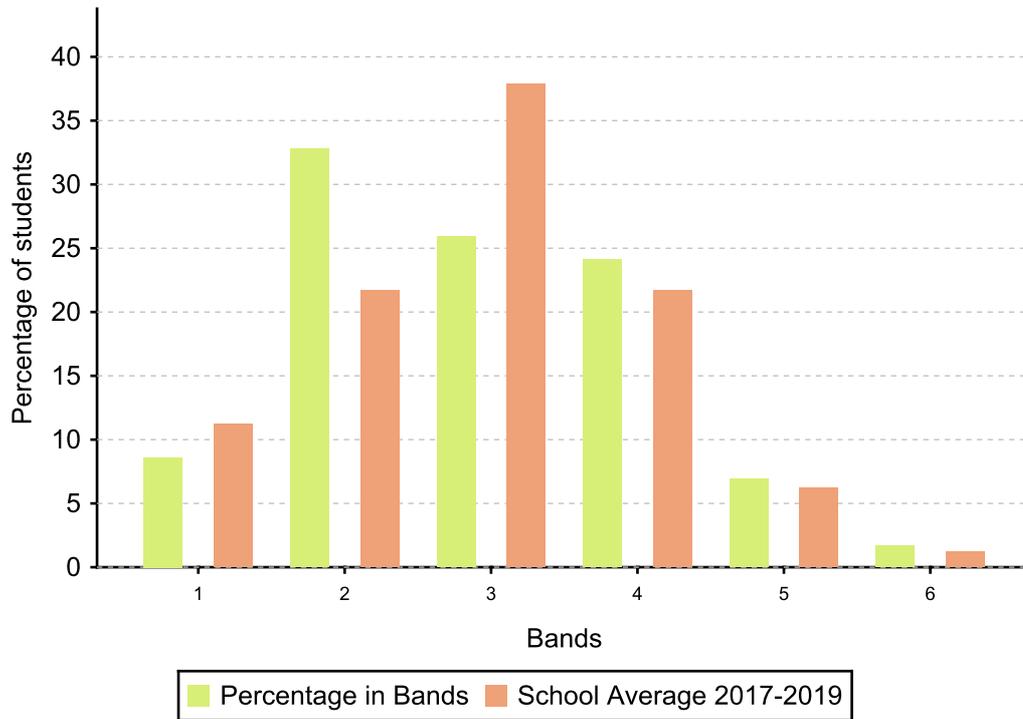
Band	1	2	3	4	5	6
Percentage of students	11.1	35.2	24.1	14.8	9.3	5.6
School avg 2017-2019	14.7	23.1	25	20.5	9	7.7

**Percentage in bands:
Year 3 Spelling**



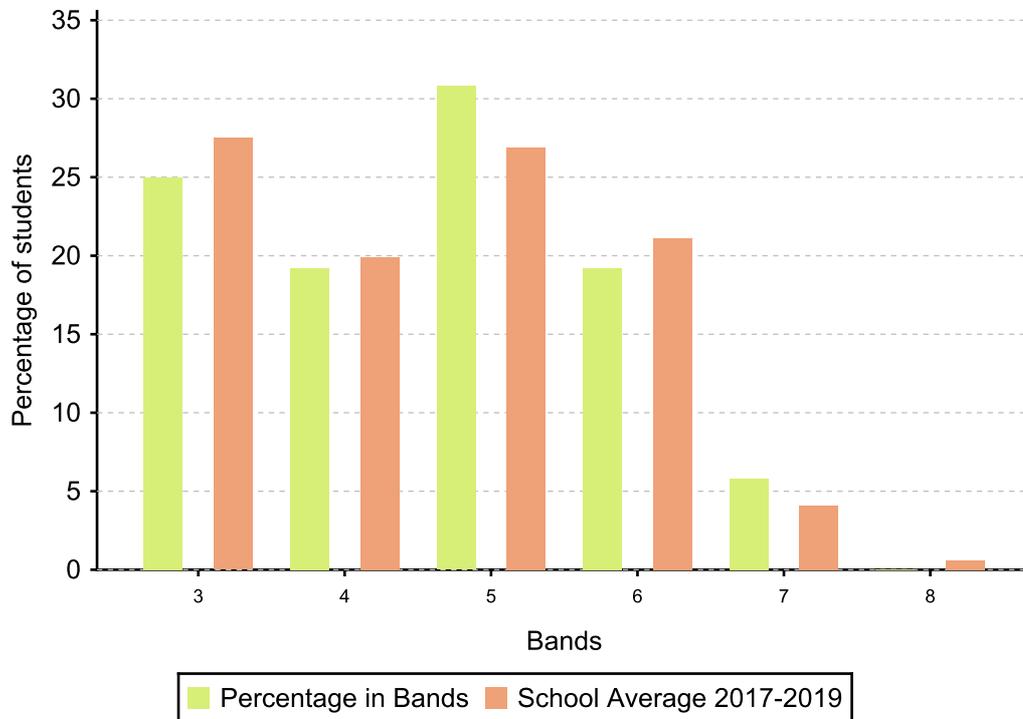
Band	1	2	3	4	5	6
Percentage of students	24.1	13.8	19.0	20.7	17.2	5.2
School avg 2017-2019	24.1	17.9	22.8	17.9	12.3	4.9

Percentage in bands:
Year 3 Writing



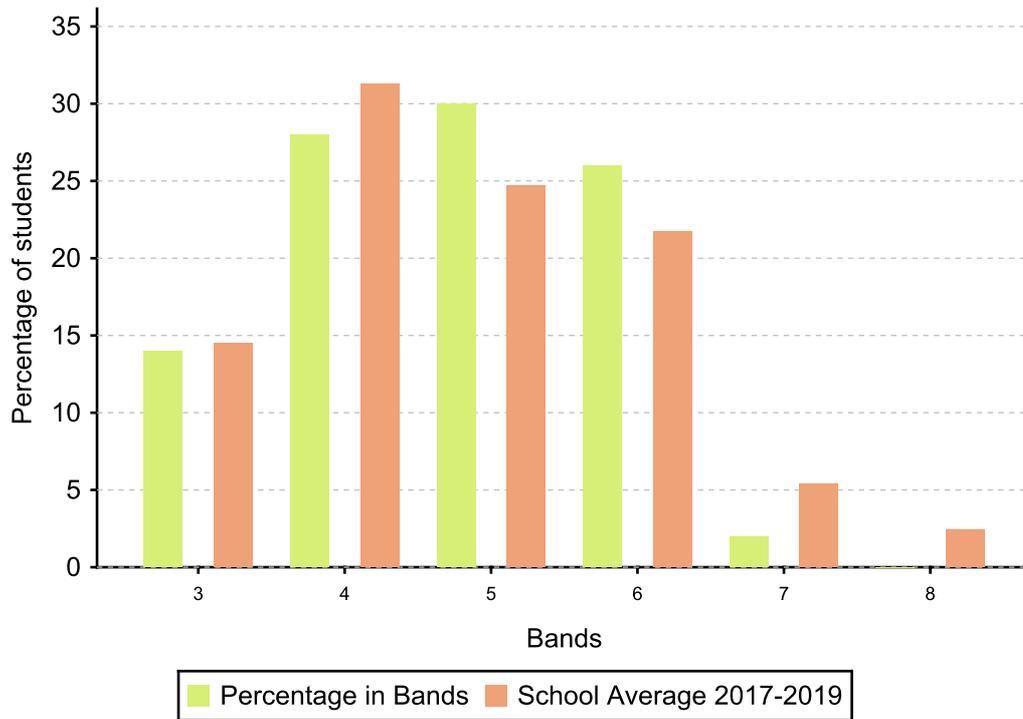
Band	1	2	3	4	5	6
Percentage of students	8.6	32.8	25.9	24.1	6.9	1.7
School avg 2017-2019	11.2	21.7	37.9	21.7	6.2	1.2

Percentage in bands:
Year 5 Grammar & Punctuation



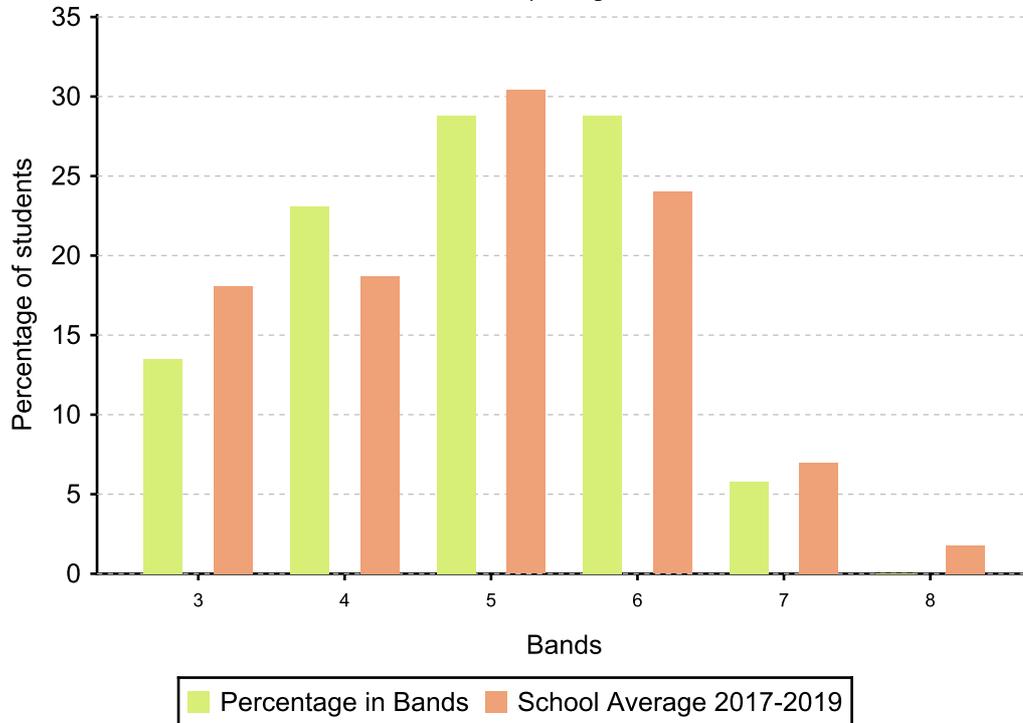
Band	3	4	5	6	7	8
Percentage of students	25.0	19.2	30.8	19.2	5.8	0.0
School avg 2017-2019	27.5	19.9	26.9	21.1	4.1	0.6

**Percentage in bands:
Year 5 Reading**



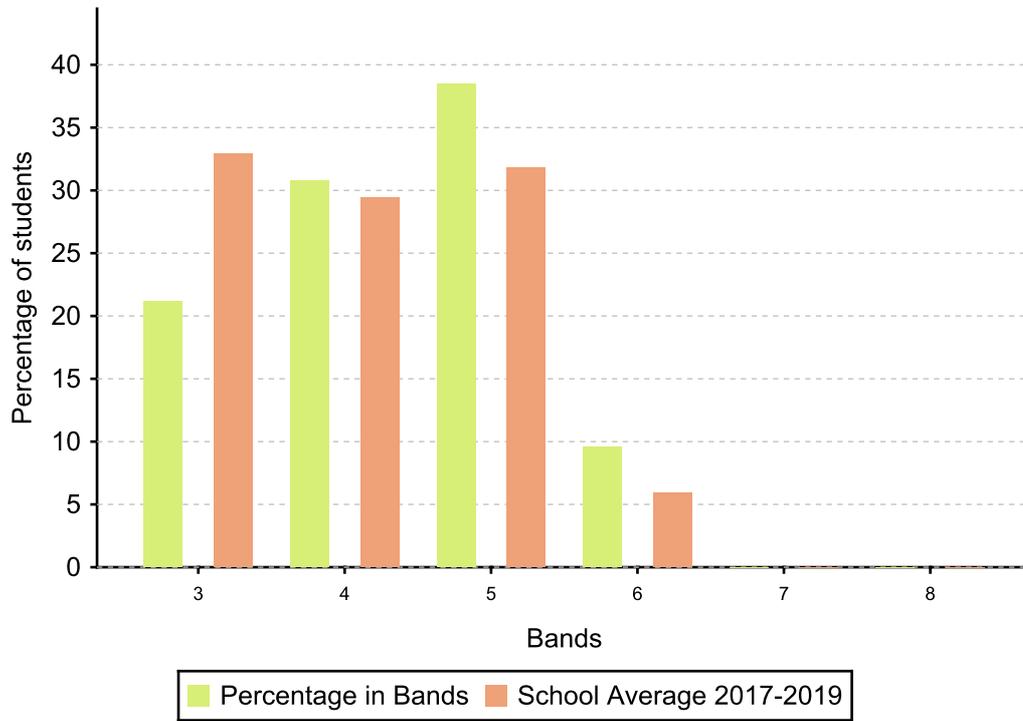
Band	3	4	5	6	7	8
Percentage of students	14.0	28.0	30.0	26.0	2.0	0.0
School avg 2017-2019	14.5	31.3	24.7	21.7	5.4	2.4

**Percentage in bands:
Year 5 Spelling**



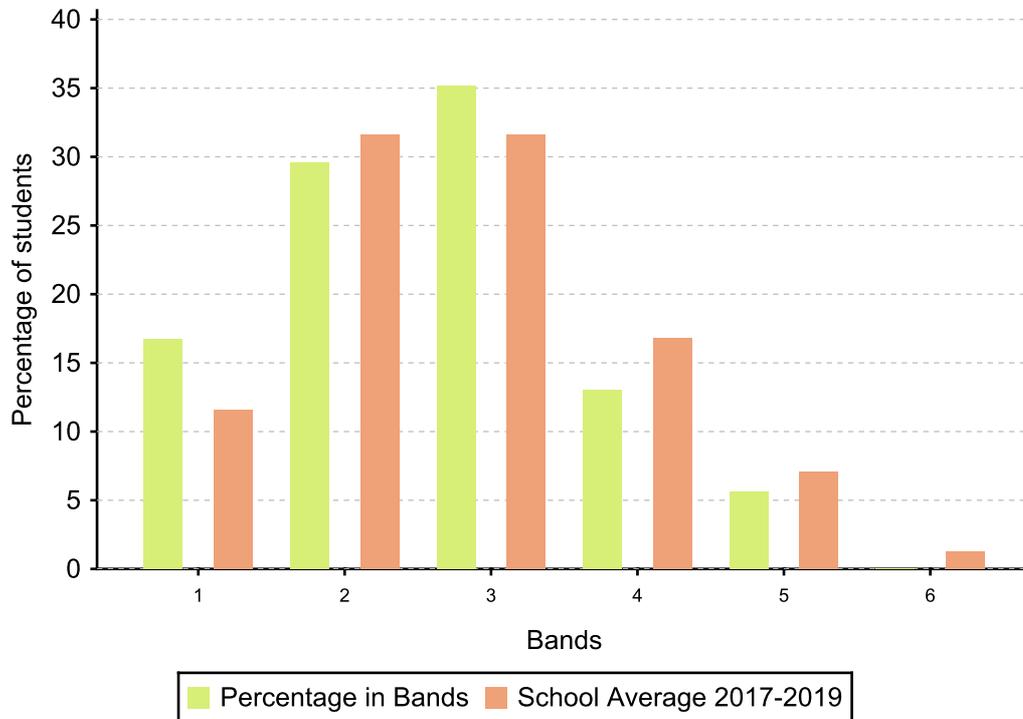
Band	3	4	5	6	7	8
Percentage of students	13.5	23.1	28.8	28.8	5.8	0.0
School avg 2017-2019	18.1	18.7	30.4	24	7	1.8

Percentage in bands:
Year 5 Writing



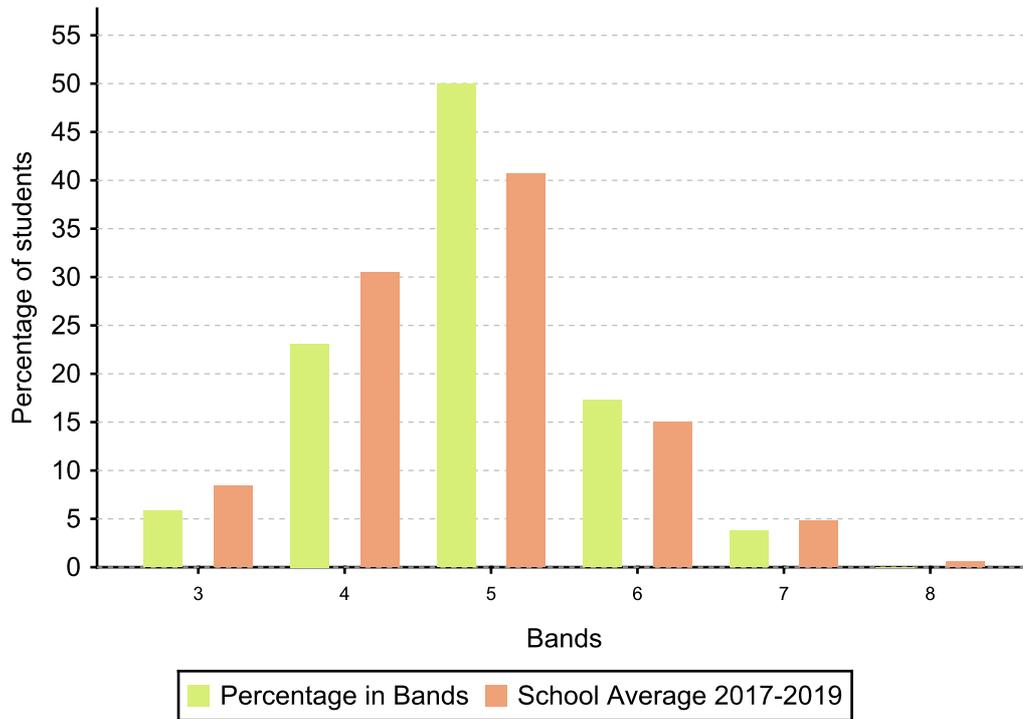
Band	3	4	5	6	7	8
Percentage of students	21.2	30.8	38.5	9.6	0.0	0.0
School avg 2017-2019	32.9	29.4	31.8	5.9	0	0

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	16.7	29.6	35.2	13.0	5.6	0.0
School avg 2017-2019	11.6	31.6	31.6	16.8	7.1	1.3

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	5.8	23.1	50.0	17.3	3.8	0.0
School avg 2017-2019	8.4	30.5	40.7	15	4.8	0.6

Parent/caregiver, student, teacher satisfaction

Ongoing feedback from students, families, staff and the community is sought to inform evaluation, continuous improvement and future directions for our school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.