

Teralba Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Teralba 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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Message from the principal

2019 was another great year at Teralba Public School. The year was highlighted in December 2019, when TPS was recognised as one of the three top performing schools in the Greater Hunter region with an average of 10.6% growth over a 5-year period for Year 5 students. (*Daily Telegraph 9/12/19*).

Teralba Public School continues to offer a world class education based on research and quality systems. As a staff we always focus on student wellbeing, basing our educational philosophy around the premise that if each child is known, valued and cared for they will perform well. This is highlighted each week in Learning and Support team meetings and within each class. Following this each staff member works tirelessly to develop quality teaching programs, focussed on literacy, numeracy and other KLA's.

As an EAFS school, Teralba Public School staff continue to strive to improve their teaching methodology. In 2019 some professional development opportunities that staff engaged in included Learning Sprints, presented by Dr Simon Breakspear, Iplay, Soundwaves, BNL and Mindfulness. Staff also engaged in intensive training that introduced the new PE Syllabus. This intense training replaced one of the December SDD's.

Teralba Public School continues on the PBL journey and have had many fun rewards days including a disco, pool party and movie day. Students also have the opportunity to gain a PBL Champions badge, a new and exciting annual award.

In 2019, there were many staff changes and role changes within the school. These presented new and exciting challenges but overall, they all produced a great result for students.

At the end of 2019, we said goodbye and good luck to Mrs Perrett, who accepted a permanent Assistant Principal (special) position at another school. Mrs Perrett has worked at Teralba for over 10 years, her experience, knowledge and fun will be missed.

Looking forward, we have many fun and exciting things organised for 2020. We have planned a self funded 5th class due to increasing student numbers. We have extended our Student Wellbeing Officer times as well as many exciting programs within the class.

On behalf of the staff I wish to thank the community for their ongoing support. I wish to thank the amazing staff for their hard work and dedication and lastly I want to thank our beautiful students for all they do every day.

Richard Metcalf

Principal

School background

School vision statement

At Teralba Public School we are committed to valuing, nurturing, and developing the whole child socially, emotionally and academically. As a community we strive to develop skills that support lifelong learners and believe that education is empowering and can make a difference. We guide, inspire and challenge our students to become creative, resilient and resourceful, succeeding today and being prepared for tomorrow.

School context

Teralba Public School is a small school on the northwest shores of Lake Macquarie in the Hunter region.

It has 18% of students identifying as having Aboriginal heritage.

Teralba Public School has an Index of Community Socio–Educational Advantage (ICSEA) of 917. The Australian average is 1000. We have a Family Occupation and Education Index (FOEI) number of 133.

Teralba Public School has strong connection with the school community and the wider community through the P&C. Staff actively seek consultation from the local AECG, Mankillikan, and Aboriginal parent body.

Teralba Public School entered the Early Action for Success (EAfS) program in 2014, a strategy aimed at improving students' performance through a targeted approach in early years of primary school, and thus we employed an Instructional Leader to assist the teaching and learning programs in the junior years.

Teralba Public School has been heavily involved in evidence based Learning and Wellbeing programs such as PBL and all K–2 staff are trained in and use Language, Learning and Literacy (L3). Staff are all trained and practice BNL throughout all classrooms.

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	Sustaining and Growing
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	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Rich engaging and diverse learning

Purpose

Teralba Public School students are engaged in rich, meaningful learning experiences, developing the vital skills for flourishing at school. All students are supported to make informed decisions that enable successful future learning, social and emotional interactions and employment opportunities. Our students will become equipped with the necessary skills required to make informed contributions as citizens and leaders now and into the future.

Improvement Measures

Increase the percentage of students achieving higher than expected growth in literacy and numeracy, based on internal school progress and PLAN 2 achievement data.

Increase the percentage of students achieving minimum stage appropriate outcomes in all 4 areas of ACARA's 'Critical and Creative Thinking' continuum.

Reduce the number of negative school based data incidents each year, including the number of students attending Reflection Room.

Overall summary of progress

Staff at Teralba Public School develop and foster a learning environment that is "rich engaging and demonstrates diverse learning".

In 2019 staff explored means to consolidate from the hard work completed in 2018. Building Numeracy Leadership (BNL) continued to be implemented into teaching programs. Data indicates that students continued to progress in numeracy with staff now using Extending Mathematical Understanding (EMU) as a base assessment for numeracy skills. Staff continue to monitor progress of students on PLAN 2 and are pleased that student data is overall improving. Year 3 NAPLAN shows outstanding growth data while Year 5 results are improving. Students that transition to High School do not show the growth data that we would expect.

No progress was made on ACARA's 'Critical and Creative Thinking' continuum.

Negative incidents as recorded in SENTRAL increased from 2018 but the number of students that had recorded a negative incidents decreased. More students attended PBL rewards day on 'Platinum' in 2019. This indicates that generally students are improving behaviours as the number of students attending reflection room was significantly lower in 2019.

Staff continued their professional development journey with a focus on implementation of the PE–PD Health syllabus.

Reviewing data, staff recognised that most students have made pleasing progress in most areas targeted.

Progress towards achieving improvement measures

Process 1: *Student Wellbeing*

In line with the Wellbeing Framework for Schools, refine and improve an integrated whole school and community approach to student wellbeing.

Evaluation	Funds Expended (Resources)
Student resilience improved with a reduction of incidents in the playground and classroom by 25%	Student lessons focused on 'critical thinking skills' (weekly focus Term 4 2019) Staff professional development (weekly staff meeting to be used) Staff feedback and formative assessments reviewed with goals for

Progress towards achieving improvement measures

Student resilience improved with a reduction of incidents in the playground and classroom by 25%

2020 established.

Process 2: *Curriculum and Learning*

There is a school wide systematic approach towards developing and implementing high quality teaching that directs individualised future learning for all students.

Evaluation	Funds Expended (Resources)
Four regular reviews as needed per semester. Spelling– Soundwaves– Whole staff review meeting	2 staff release and attending regular training in Sydney. (\$2000) 4x staff professional development (Nil cost)

Strategic Direction 2

Committed, collaborative and accountable teaching

Purpose

Teaching at Teralba Public School is distinguished by high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence based. Individually and collaboratively, all teachers evaluate the effectiveness of their teaching, with a shared responsibility for student improvement through the observation of each other's practices.

Improvement Measures

All teaching staff use PLAN2 data to inform and differentiate all teaching and learning programs.

All teachers have an in-depth knowledge of the Literacy and Numeracy Progressions with an ability to link this to classroom practices and syllabus outcomes.

There is an increase in the proportion of students demonstrating active engagement within their learning.

Overall summary of progress

In 2019 staff continued to develop a deeper understanding of research based pedagogy. Learning Sprints was introduced as well as the introduction of the new PE syllabus. Staff also introduced Soundwaves across the school. This drove the many professional development sessions in the school. Staff recognised the different skills that each other possessed and as such, took many opportunities to observe each other and plan collaboratively and collectively.

Under the guidance of the school Instructional Leader (IL) and Learning and Support teacher (LAS) staff planned individual goals that were in line with the schools plan. This allowed for more targeted professional development and greater impact on each student.

An increased focus of important transition points has allowed for students to continue the progress demonstrated in K-2 through to the senior years.

A variety of combined staff development opportunities were provided in order for staff to work with colleague staff in neighbouring schools.

Progress towards achieving improvement measures

Process 1: *Evidence Based Pedagogy*

Staff analyse and interpret student data to inform and direct school planning, teaching and learning. All teaching programs are underpinned by well researched evidence based pedagogy that enhances student engagement and learning opportunities.

Evaluation	Funds Expended (Resources)
Staff engage in regular Learning Sprints with measurable improvements in focus area. (due to Learning Sprints being individualised no measurable student data needed)	Staff professional development- Learning Sprints- External resource (\$2000) Spelling works online subscription (\$500)

Process 2: *Evaluation Strategies*

All staff and students buy into an evaluative culture whereby rich dialogue, self reflection and peer observation are key contributors towards maximising teaching and learning effectiveness.

Evaluation	Funds Expended (Resources)
Program monitoring.	Staff release to plan and develop units

Progress towards achieving improvement measures

Student engagement levels increased

of work. iPlay and syllabus (\$1000 = 4x half days)

Classroom Sport Packs. (4x\$250)

Staff release to observe peers.
(Principal to release)

Strategic Direction 3

Supportive, strategic and inspiring leadership

Purpose

Strong, strategic and effective leadership is fundamental to school excellence. Excellent leaders have a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, social development and success. Teralba Public School staff are highly committed to realising the school's vision through inspiring leadership in staff and its students, and by planned and proactive engagement with parents and the wider community.

Improvement Measures

Increase the proportion of parents that are satisfied with the communication received.

All teaching programs, aligned with student work samples, demonstrate a well researched performance culture that is directed by current best practice to embed high expectations, with a clear focus on student progress.

Increase in staff accessing leadership opportunities which support the school vision.

Overall summary of progress

Due to staff being at the school for a number of years, executive challenged all staff to take on a new project and lead this project, being involved in the budgeting, planning and professional development of other staff members. Areas of training included PE, Learning Sprints, Literacy. The school continues its focus on distributive leadership for all staff.

Teralba continues to proactively seek to improve teaching and non teaching performance, supporting a collaborative staff. This was highlighted with the introduction of iPlay in term 2, with 2 staff members becoming the iPlay 'Champions' then guiding the remainder of the staff in this area.

Progress towards achieving improvement measures

Process 1: *Leading Through Communicating*

Through effective communication systems, high expectations of aspiring and current leadership qualities are fostered and enhanced for staff, students and the wider community.

Evaluation	Funds Expended (Resources)
Improved communication to community. Sentral data, newsletter	Resources dependant on activity focus.

Process 2: *Research Informed Pedagogy*

Leaders develop and implement high quality professional learning that is supported by research based best practice, underpinned with an expectation of improved literacy and numeracy standards across the school.

Evaluation	Funds Expended (Resources)
Only half the staff have had an opportunity to lead whole school professional development. This was due to new staff and focus areas. Executive will address this moving forward.	Resources as needed

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$17, 116 (allocated)	All students have completed PLSP in SENTRAL Students participate in regular Aboriginal cultural experience Aboriginal students progress equal or faster than non Aboriginal peers in reading.
English language proficiency	\$3910	Students from ESL background all have PLSP
Low level adjustment for disability	\$44342 = 0.3 FTE (\$32, 015) plus \$12 327 Additional funding \$10 938	Improved LAS systems Increased classroom support with more SLSO
Quality Teaching, Successful Students (QTSS)	\$11 205	Improved literacy and numeracy results Consistent classroom management, full time teacher on class Up to date assessments for all students– (EMU Maths, Reading levels)
Socio–economic background	\$67 409 (0.1 FTE \$10 672) \$56 737 Flexibe	Consistent classroom practices Targeted SLSO support, improving literacy and numeracy.
Support for beginning teachers	No staff were categorised as 'Beginning Teacher'.	No staff were categorised as 'Beginning Teacher'.
Targeted student support for refugees and new arrivals	Nil Resources	Nil Evaluation

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	39	36	42	48
Girls	32	29	28	33

Student attendance profile

School				
Year	2016	2017	2018	2019
K	98	94	92.2	95.3
1	96.1	96.5	91.6	89.9
2	96.9	97.2	94.9	95.1
3	95.5	96.2	93.7	94.6
4	98.2	86.4	93.9	97
5	94.1	89.4	83.2	93
6	94	92.5	86	83.8
All Years	96	93.2	90.6	92.5
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
Classroom Teacher(s)	3.54
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.41
Other Positions	2

*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	142,177
Revenue	1,507,366
Appropriation	1,444,396
Sale of Goods and Services	856
Grants and contributions	60,649
Investment income	1,465
Expenses	-1,283,405
Employee related	-1,156,403
Operating expenses	-127,002
Surplus / deficit for the year	223,961

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	149,015
Equity Total	132,777
Equity - Aboriginal	17,116
Equity - Socio-economic	67,409
Equity - Language	3,910
Equity - Disability	44,342
Base Total	777,332
Base - Per Capita	16,425
Base - Location	0
Base - Other	760,907
Other Total	320,773
Grand Total	1,379,898

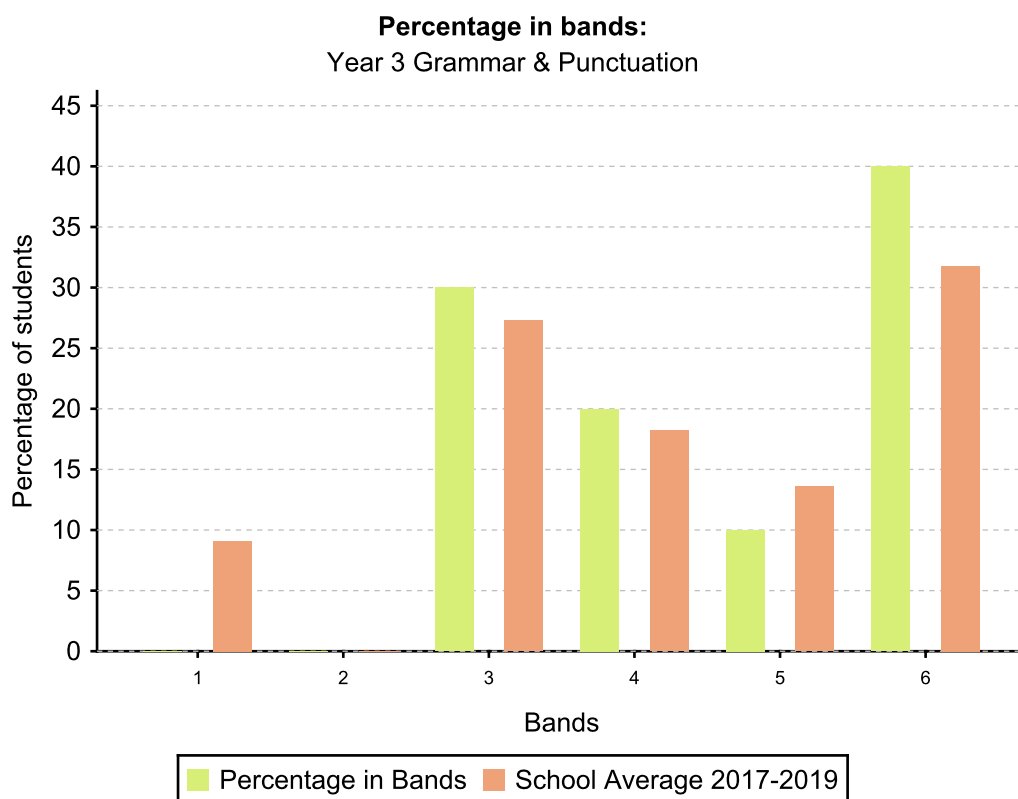
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

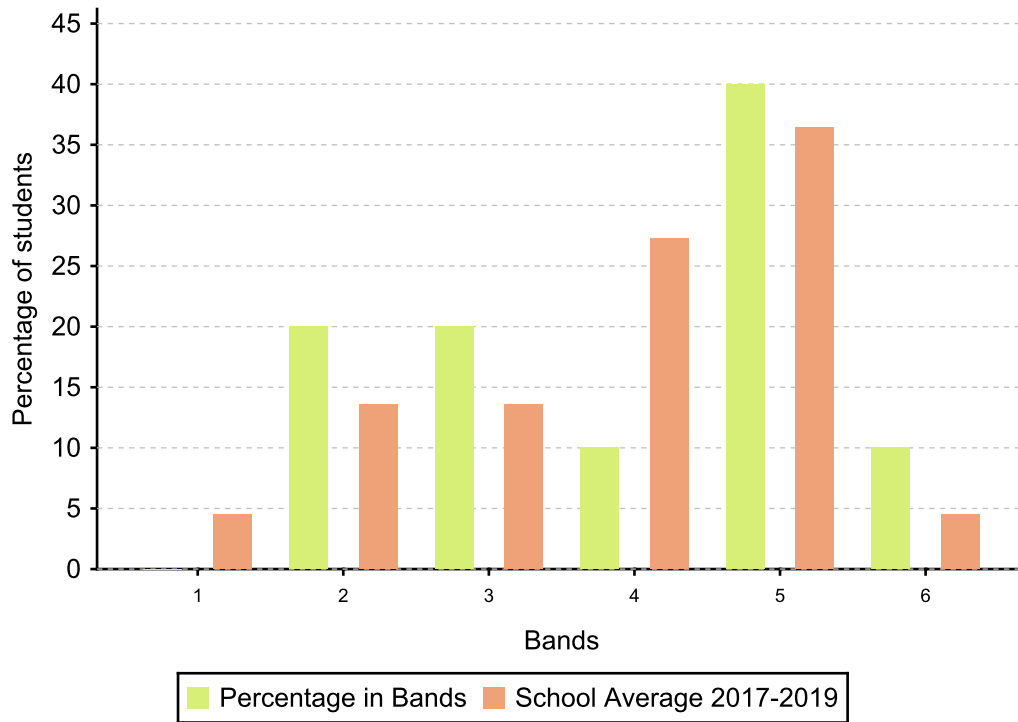
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



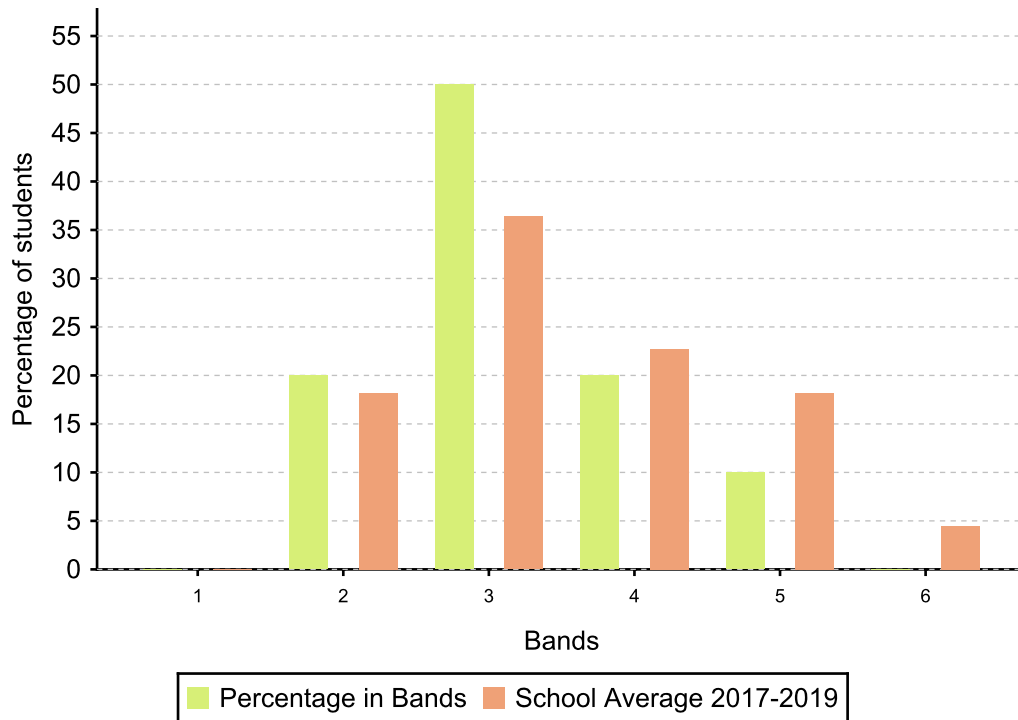
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	30.0	20.0	10.0	40.0
School avg 2017-2019	9.1	0	27.3	18.2	13.6	31.8

Percentage in bands:
Year 3 Reading



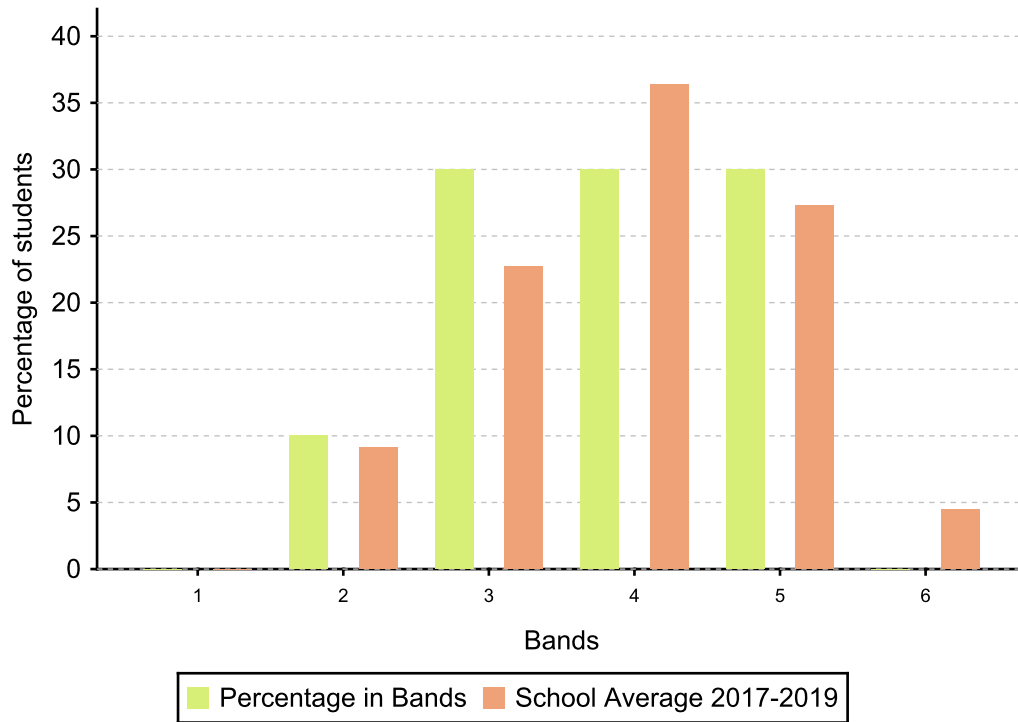
Band	1	2	3	4	5	6
Percentage of students	0.0	20.0	20.0	10.0	40.0	10.0
School avg 2017-2019	4.5	13.6	13.6	27.3	36.4	4.5

Percentage in bands:
Year 3 Spelling



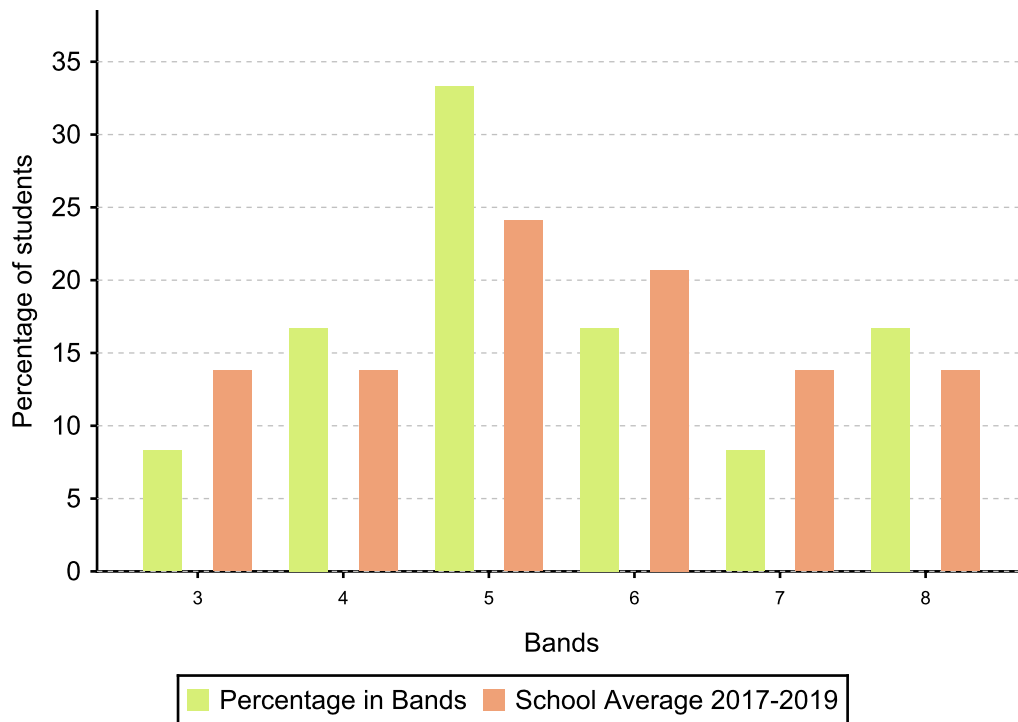
Band	1	2	3	4	5	6
Percentage of students	0.0	20.0	50.0	20.0	10.0	0.0
School avg 2017-2019	0	18.2	36.4	22.7	18.2	4.5

Percentage in bands:
Year 3 Writing



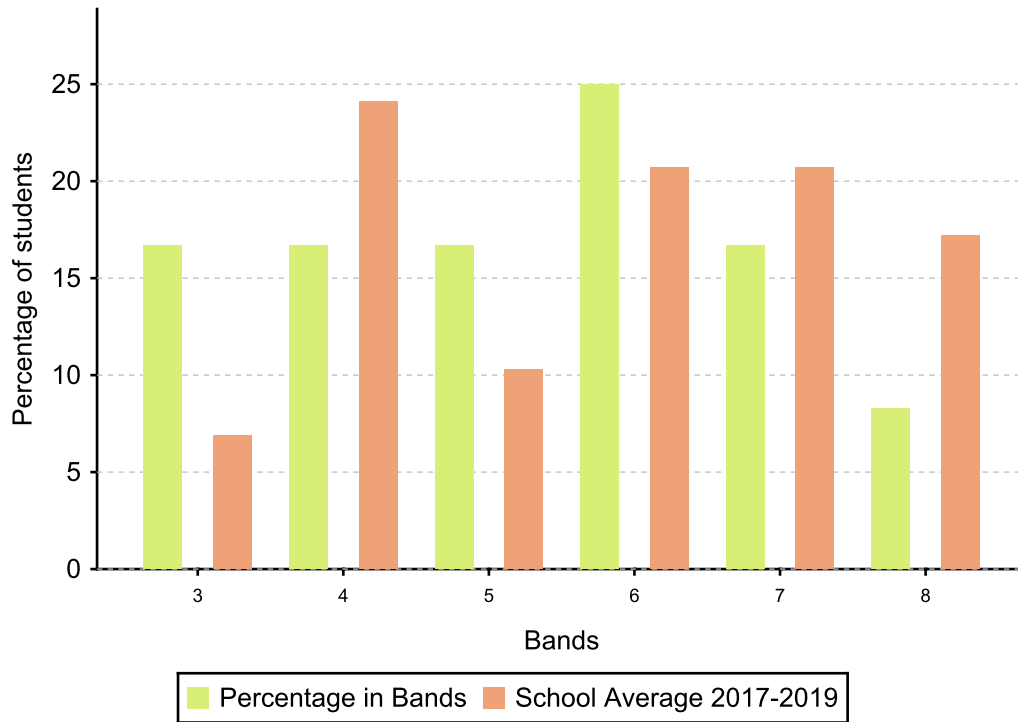
Band	1	2	3	4	5	6
Percentage of students	0.0	10.0	30.0	30.0	30.0	0.0
School avg 2017-2019	0	9.1	22.7	36.4	27.3	4.5

Percentage in bands:
Year 5 Grammar & Punctuation



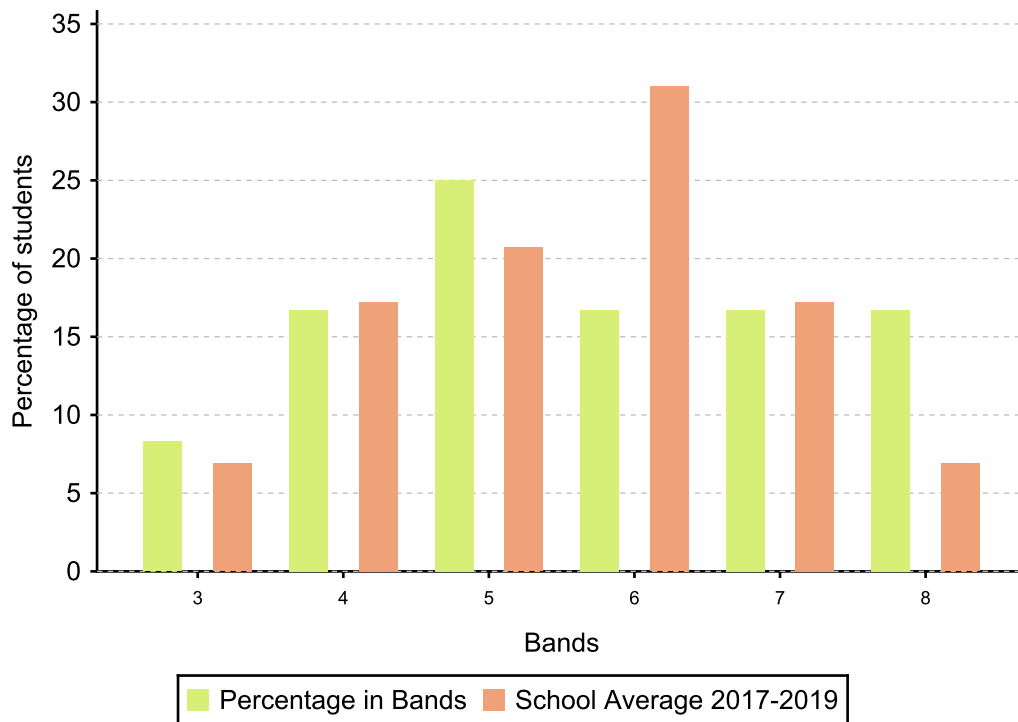
Band	3	4	5	6	7	8
Percentage of students	8.3	16.7	33.3	16.7	8.3	16.7
School avg 2017-2019	13.8	13.8	24.1	20.7	13.8	13.8

**Percentage in bands:
Year 5 Reading**



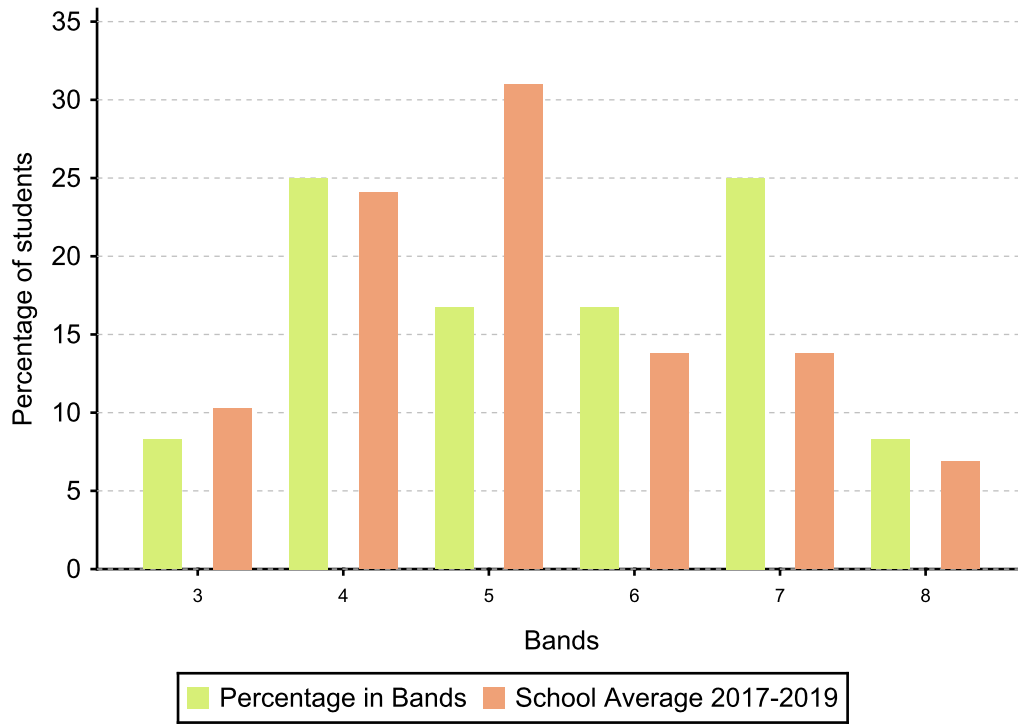
Band	3	4	5	6	7	8
Percentage of students	16.7	16.7	16.7	25.0	16.7	8.3
School avg 2017-2019	6.9	24.1	10.3	20.7	20.7	17.2

**Percentage in bands:
Year 5 Spelling**



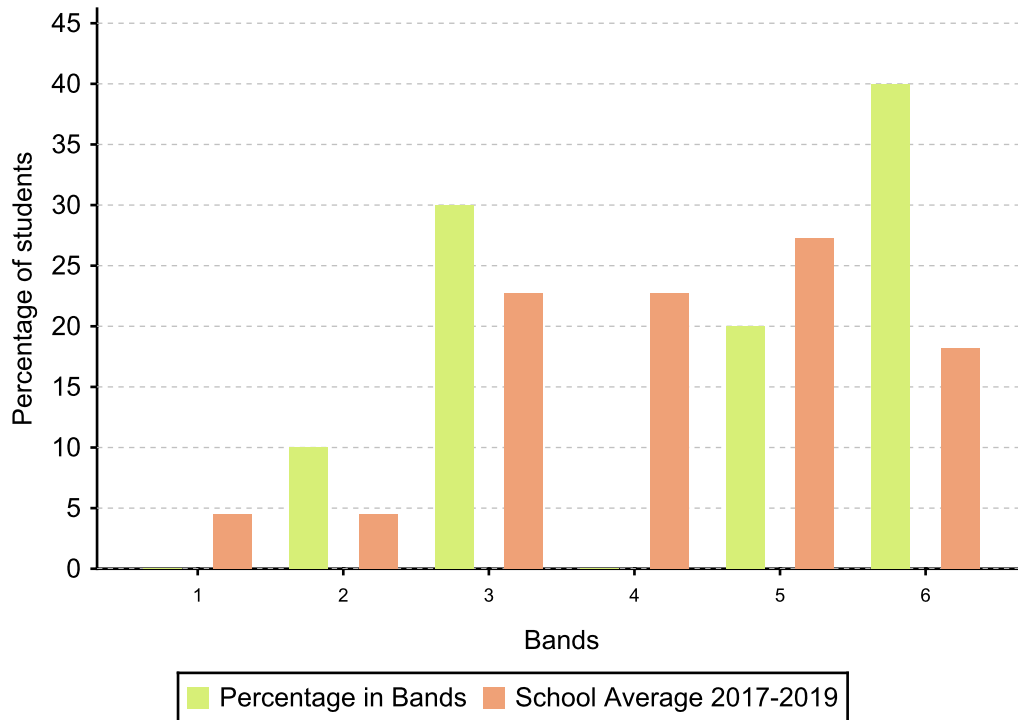
Band	3	4	5	6	7	8
Percentage of students	8.3	16.7	25.0	16.7	16.7	16.7
School avg 2017-2019	6.9	17.2	20.7	31	17.2	6.9

Percentage in bands:
Year 5 Writing



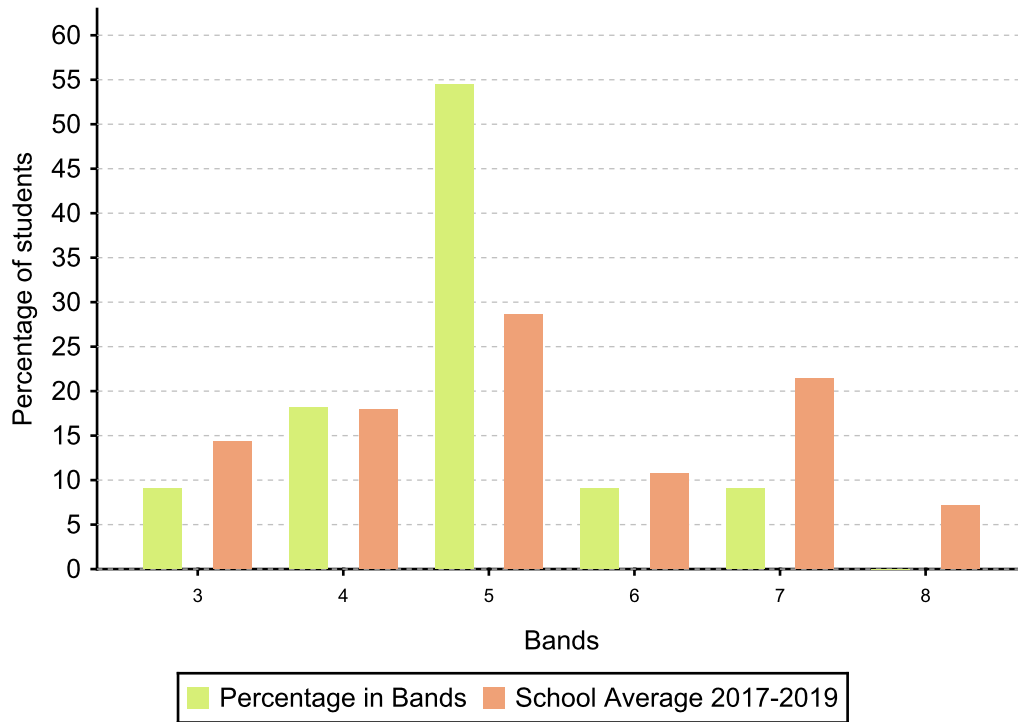
Band	3	4	5	6	7	8
Percentage of students	8.3	25.0	16.7	16.7	25.0	8.3
School avg 2017-2019	10.3	24.1	31	13.8	13.8	6.9

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	10.0	30.0	0.0	20.0	40.0
School avg 2017-2019	4.5	4.5	22.7	22.7	27.3	18.2

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	9.1	18.2	54.5	9.1	9.1	0.0
School avg 2017-2019	14.3	17.9	28.6	10.7	21.4	7.1

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2019 the school utilised parent feedback from meetings as well as parent interviews to gauge opinion. An overview of the responses are presented below:

- There was great support for the additional extra curricular activities provided at the school. (Starstruck, Sport, Drumming)
- Parents would support additional activities but understood how busy the curriculum was
- Parents were very satisfied with the school's communication, method, frequency and topics.
- Parents indicated they would prefer an improved reporting system, focussing on student progression
- Parents valued the focus on literacy and numeracy
- Parents indicated that they are excited about the growth in student numbers but were concerned about physically fitting them.
- Feedback from students indicated that they mostly loved schools and their teachers and that they felt safe.
- Most students knew that teachers had a high expectation and knew that staff would support them when needed.
- Staff were mostly satisfied with their jobs and had a deep understanding of what was expected
- Staff were very positive about Learning and Support systems established.
- Staff felt that executive mostly communicated well but could improve in some areas.

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.