Terara Public School

2019 Annual Report

3185

Introduction

The Annual Report for 2019 is provided to the community of Terara 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

Terara Public School
Terara Primary School
TERARA, 2540
www.terara-p.schools.nsw.edu.au
terara-p.school@det.nsw.edu.au
4421 6034

School background

School vision statement

To foster and develop caring individuals who believe in and value their ability to learn and improve.

School context

Terara Public School is a small, semi–rural school located approximately 3km east of the Nowra CBD. Traditionally a dairy farming area, the school now also attracts students in the nearby subdivision of Worrigee.

The school's enrolments have risen slightly in recent years to 92 students across 4 multi–aged classes. In 2018, 7% of students were Aboriginal.

There has been a high turnover of teaching staff in recent years, due to retirement and promotion. Permanent staff members have now been appointed, however, it is critical that succession planning and professional learning are constantly revised within the framework of this three year plan to cater for the changing needs of staff.

The school maintains an excellent relationship and reputation with the wider community. Parent input is encouraged and valued. Parents are considered as partners in their children's education and the school believes that, as a community resource, we must remain an integral part of the community. School staff are seen as active community members, lifelong learners and professionals in their field. Their dedication, integrity and compassion has earned them respect from within the community.

The school's focus on values education is underpinned by the core values of respect, responsibility, achievement and safety, all of which contribute to a culture of success.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Quality teaching and learning

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and effective teaching practices, providing a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning.

Increase the percentage of students demonstrating expected growth in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Implement an integrated whole–school approach to teaching writing, supported by ongoing professional learning, lesson observations and collaboration. All classes will track student achievement against the learning progressions using 'bump it up' walls in classrooms.

Evaluation	Funds Expended (Resources)
All staff successfully participated in Seven Steps to Writing Success professional learning which gave them new learning frameworks to integrate into their own writing practices. Staff also participated in the collaborative practice of upskilling each other in delivering reading, writing and mathematics lessons in preparation for their new classes and stages next year. This allowed everyone to feel confident in applying their teaching of reading, writing and numeracy, with the accompanying professional development they have already received in regards to this, to a new stage.	• Seven Steps to Writing Success professional learning ($960) • Casuals to release staff ($1000) • Seven Steps Online ($880) **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($7372.00)

Process 2: Implement whole school practice of embedded formative assessment in all classrooms, supported by ongoing professional learning to deepen understanding of learning intention/success criteria, goal setting, feedback and student critiquing and co–created learning.

Evaluation	Funds Expended (Resources)
All staff members are proficient in using formative assessment strategies to inform their teaching, set learning intentions and success criteria, question effectively and provide quality feedback. They are further able to facilitate activities where students provide quality feedback to each other and students can set their own meaningful goals. This has been evident in program checks throughout the year, classroom observations and student/teacher feedback. Teachers were displaying this level of quality formative assessment since the end of last year and have successfully maintained and succeeded it this year.	

Process 3: Provide learning opportunities for parents/carers in theories/models of learning and programs implemented by the school.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
Feedback from parents was that they had been given sufficient information and knowledge on the theories/models of learning and programs implemented by the school at the present time and they did not require additional information at that point. Further information will be offered during 2020, including a broader perspective for parents of newly enrolled students.	

Strategic Direction 2

Creative, inquiring and compassionate citizens

Purpose

To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners and confident, creative individuals who are empowered to be successful emotionally, physically, socially and academically, contributing to a thriving community and living well.

Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning and experiencing a sense of belonging and connectedness.

Increase the proportion of students demonstrating the social and emotional skills to develop and maintain positive relationships and engage in pro–social behaviour.

Progress towards achieving improvement measures

Process 1:   Provide teacher professional learning and support in creating a technology rich, future focused, learning environment and *growth mindset.*

Evaluation	Funds Expended (Resources)
With the purchase of new robotics equipment, all classes authentically participated in robotics lessons. Our effective implementation of technology in this school planning cycle was affirmed by being awarded "Highly Commended" in the T4L awards, and the purchase of new MLD's have been planned for 2020. Due to time constraints and other priorities, problem–based learning and critical thinking will be implemented within 3–6 robotics lessons throughout 2020.	• Additional Lego WeDo 2.0 and EV3 units ($9054) • Critical Thinking Professional Learning ($384) • Indigenous outdoor learning area ($5907) **Funding Sources:** • Aboriginal background loading ($6333.00)

Process 2:   Further develop and implement a planned approach to wellbeing that incorporates the elements of the Wellbeing Framework and builds on existing PBL practices. This includes teacher professional learning in areas supporting wellbeing.

Evaluation	Funds Expended (Resources)
This year's wellbeing plan, which included using the NSW Wellbeing Audit tool to assess current practice, was completed by the end of Term 2 with the school using the tool to confirm it's already successful wellbeing practices. Further reviews set to take place were put on hold due to the school's focus on external validation. Term 4 was used to plan ahead for the next year, and it was decided that Beyond Blue's "Be You" program will be implemented in 2020 to formalise our already excellent wellbeing practices and add an explicit whole school focus on social and emotional learning.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Indigenous garden, teaching resources. **Funding Sources:** • Aboriginal background loading ($6 333.00)	Student focus groups and observations demonstrate student awareness and understanding of aspects of Aboriginal culture and ways of learning and an understanding and appreciation of their environment.
English language proficiency	**Funding Sources:** • English language proficiency ($3 805.00)	All students in the program showed sound progress. Students who are recent arrivals will need further, ongoing support to achieve proficiency in English.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability (flexible) ($9 618.00) • Low level adjustment for disability (staff) ($21 343.00)	Students with identified learning needs in reading, writing and numeracy were given targeted support by the LaST. The LaST also worked with classroom teachers to support all students to further improve in reading, writing and numeracy. Student surveys and focus group comments reflect perceived improvement in student learning outcomes. Assessments in mathematics and reading and 'Bump it up' writing walls in classrooms indicate student growth.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($15 474.00)	Teacher discussion and feedback indicated that teachers felt supported and benefitted from the collegial learning generated through this initiative. The opportunity to team teach with teachers on other stages was particularly valuable as all teachers will be changing stages next year and were able to be supported in their transition by those with current experience on the stage.
Socio–economic background	• online assessment and teaching and learning programs supporting student growth in literacy and numeracy. • Speech pathologist providing screening and assessments for students and staff training to target identified student learning needs. **Funding Sources:** • Socio–economic background ($24 564.00)	The online teaching, learning and assessment programs were highly engaging for students and provided effective feedback and guided progression for students' learning in literacy and numeracy. They also provided reliable assessment data for teachers to effectively target student learning needs and report to parents on students' progress. The availability of devices allowed students to improve in their technological skills and provided greater access to online and technology supported learning. Post testing of speech program students showed significant gains for many students. All students involved made progress on key elements of speech articulation and/or receptive and expressive language development.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($4 269.00)	All accreditation documentation was completed and submitted by end of Term 4 and accreditation at proficient level was awarded to the teacher. The support provided through the provision of extra release time for the teacher was valuable to allow for professional learning, observation of colleagues, and planning and preparation of resources.
Targeted student support for	EAL/D Teacher (temp)	Initial funding in Terms 1 & 2 provided a

refugees and new arrivals	**Funding Sources:** • Targeted student support for refugees and new arrivals ($11 130.00)	foundation for improving learning outcomes for the students involved. Further support was provided through the small amount of English Language Proficiency funding and Low Level Adjustment for Disability funding. Students made good progress but are not yet at proficient level in English and will require further ongoing support.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	31	38	45	45
Girls	48	50	47	49

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	93	94.6	93.5	94
1	94.8	92.3	94.2	93.5
2	96.6	94.4	92.3	94.1
3	94.6	96.2	94.8	93.8
4	94	94.5	95.1	94.3
5	94	93.5	96.1	93.9
6	91.1	95.3	95.9	95.1
All Years	94.4	94.5	94.4	94
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)	3.48
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.42

*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	89,773
Revenue	1,140,330
Appropriation	1,099,169
Sale of Goods and Services	468
Grants and contributions	40,229
Investment income	464
Expenses	-1,147,905
Employee related	-998,345
Operating expenses	-149,560
Surplus / deficit for the year	-7,575

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	152,750
Equity Total	65,663
Equity - Aboriginal	6,333
Equity - Socio-economic	24,564
Equity - Language	3,805
Equity - Disability	30,961
Base Total	773,072
Base - Per Capita	21,587
Base - Location	1,543
Base - Other	749,942
Other Total	65,396
Grand Total	1,056,880

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver Satisfaction

Small focus group discussions with parents, including our P&C, have indicated a high degree of satisfaction from our parents/caregivers and wider school community. They stated that they value the modern and engaging teaching strategies, authentic use of technology, student–centred learning environments, educational philosophies such as growth mindset and the strong focus placed on fostering a positive sense of wellbeing and belonging within our students.

Student Satisfaction

The 2019 Tell Them From Me Student Surveys indicate a range of areas of high satisfaction from students at Terara Public School at above NSW Government School norms.

This includes high degrees of satisfaction in effective learning time, relevance and rigour, as well as perceiving that teachers have established a positive learning climate and high expectations for success.

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice, and that teachers are responsive to their needs and encourage independence with a democratic approach.

The students strongly supported the notion that school facilities are clean and well looked after.

Teacher Satisfaction

The 2019 Tell Them From Me Teacher Survey indicates very high degrees of teacher satisfaction, well above NSW Government School norms, within a broad range of areas surveyed.

Aspects such as leadership, parent involvement, inclusivity, use of technology, teaching strategies, the use of data to inform practice, learning culture and collaboration all showed strong teacher satisfaction with the culture, climate and teaching and learning practices at Terara Public School. This has been supported through informal discussion and feedback from all staff.

TTFM Teacher Survey 2019 - School performance on the Eight Drivers of Student Learning
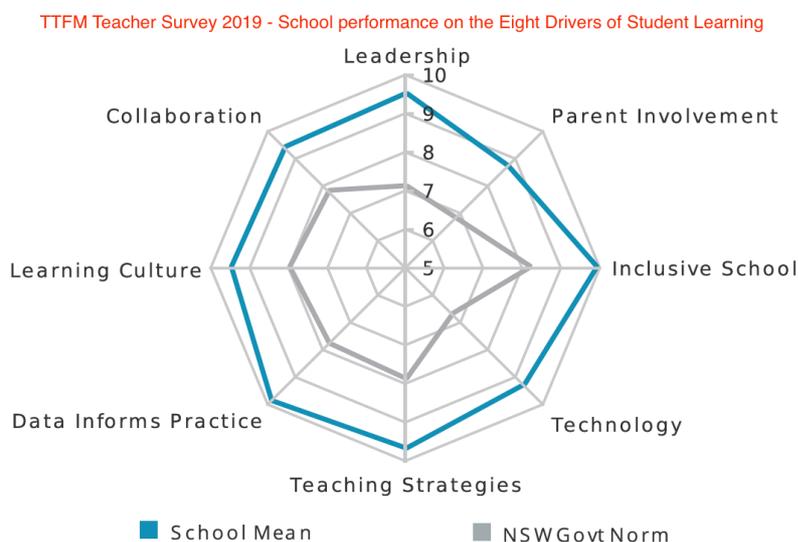
Policy requirements

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.