

Terranora Public School

2019 Annual Report



TERRANORA
PUBLIC SCHOOL

3189

Introduction

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

Terranora Public School

650 Terranora Rd

Terranora, 2486

www.terradora-p.schools.nsw.edu.au

terradora-p.school@det.nsw.edu.au

07 5590 4146

School background

School vision statement

At Terranora Public School we believe in 'Care and Excellence' within an inclusive environment so that students reach their true potential and become confident, creative individuals who are prepared to embrace 21st Century changes to build our community for today and tomorrow.

School context

Terranora Public School stands poised on the rim of the escarpment overlooking the Terranora Broadwater and the South Pacific Ocean to Surfers Paradise. The school has an enrolment of 418 students offering a rich and varied educational program combining academic, sporting, cultural and social opportunities. These provide strong foundations on successful, diverse programs.

Terranora Public School has a far reaching reputation for care and excellence. The school's academic achievement has been recognised within the school and the wider community. Our exceptional teaching staff encourage high expectations and success in learning for every student. Our student population is well supported by parents and community.

Terranora Public School is part of the Aurora Learning Community (Banora Point High School, Centaur Public School, Terranora Public School) and encourages middle school years to participate in transition to year 7 programs offered by Banora Point High School.

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>

Strategic Direction 1

Evidence based literacy instruction.

Purpose

Why: Best practice teaching and learning occurs when data driven literacy learning programs utilise effective, evidence based teaching methods.

Importance: Identifying, understanding and meeting the needs of individual students in relation to literacy skills allows for the ongoing performance improvement of each student that is fitting to their individual ability.

Improvement Measures

Increase student growth in NAPLAN to achieve greater than state average (scaled) level of growth from years 3–5 and 5–7 in Spelling.

Increase the number of students achieving at or above proficiency in NAPLAN for Writing to match or better the state average (Years 3, 5 & 7).

Overall summary of progress

Staff were inserviced on the Seven Steps in Writing program and K – 6 followed a whole school scope and sequence. A writing assessment was years 1 – 6 was implemented at the beginning of T1 and again in T3 to obtain data which provided feedback to be used by staff in future teaching and learning programs. The continuation of the daily writing session K – 6 has shown a large improvement in the increase of writing volume.

Progress towards achieving improvement measures

Process 1: Develop and implement a whole of school plan providing for consistent and explicit instruction for spelling with a focus on the top 27–30 achieving students in each year's cohort (top three NAPLAN bands).

Evaluation	Funds Expended (Resources)
Analyses of 2019 NAPLAN results by staff. Target and milestone setting using the data. Implementation of DoE targets and milestones set by the department using overall NAPLAN results in both Literacy and Numeracy.	\$5,100

Process 2: Develop and implement a whole of school plan providing for consistent and explicit instruction for writing that delivers successful outcomes for all students, with a focus on the top 27–30 achieving students in each year's cohort (top three NAPLAN bands).

Evaluation	Funds Expended (Resources)
Staff have suggested that we plot data using the progressions but this will not be entered into PLAN 2 as we will be using the new platform of Sentral when it is released in 2021. Target milestone suggestions for 2020 include, writing, catering and focusing on ATSI students in literacy and numeracy, maintenance of spelling, developing and implementing whole school assessment for numeracy. Plotting spelling and vocabulary in literacy using the progressions as well as whole number and additive strategies in numeracy.	\$10,180

Next Steps

The spelling Soundwaves program is now in it's second full year of implementation and data collection has shown positive growth K – 6. The main focus in 2020 is in the Literacy area – Creating Texts as a large component of professional learning was dedicated to delivering the Seven Steps to Writing Success program.

Strategic Direction 2

Collaborative teaching and learning

Purpose

Why: In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice.

Importance: Teacher collaboration within and across stages promotes positivity and provides for improved teaching practice through ensuring consistency of curriculum delivery and teacher judgement.

Improvement Measures

Collaborative sharing and analysis of data results in the development of teaching programs, scopes and sequences and interventions that address individual student and cohort needs.

Whole school processes developed and implemented for the collection and tracking of student achievement data in relation to Mathematics.

Overall summary of progress

Teachers engaged in a monthly Collegial Catch Up where they used their collaborative inquiry skills developed previously using generative dialogue. Each month the groups met to focus on current school and stage based goals. While working in their teams, teachers were able to identify common challenges, provide and analyse relevant data and trial instructional approaches relevant to the school plan. The main focus in the Collegial Catch Ups in 2019 was spelling, numeracy, technology and writing. This model has proven to be highly successful and enabled staff to collaborate, interact and drive the goals in the school plan.

Progress towards achieving improvement measures

Process 1: Build a culture of collaborative sharing around student achievement, assessment and analysis of data to support effective teaching and learning.

Evaluation	Funds Expended (Resources)
100% of staff have reflected on their goals and professional growth at Collegial Catch Up meetings. Teachers analysed data and discussed student achievement collaboratively. Teachers participated in lesson observations relating to their PDP goals.	\$1,500

Process 2: Teacher collaboration and sharing in relation to Numeracy progressions: planning for effective assessment and programming in Mathematics.

Evaluation	Funds Expended (Resources)
Stage numeracy assessments were implemented however plotting using PLAN 2 and numeracy progression area of Whole Number and Additive Strategies delayed until whole school decision is made whether to use the PLAN 2 program or Sentral system when it is converted from continuums to progressions in 2021.	

Next Steps

The continuation of effective collaborative processes in 2020. The monthly Collegial Catch Ups will focus on the collection and analysis of data in the area of writing. These regular opportunities to discuss and analyse data at class, stage and whole school levels will again support the collaborative planning processes and meet the identified needs of the school.

Strategic Direction 3

Future Focused curriculum

Purpose

Why: Digital Technologies provide students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation.

Importance: Students and teachers need to develop the knowledge, skills and confidence to make Interactive Communication Technology work for them at school, at home, at work and in their communities.

Improvement Measures

Teachers are confident in delivering quality learning experiences that incorporate the Digital Technologies syllabus within integrated units of work.

A consistent and reliable technology base is provided within classrooms and library learning spaces that allow for effective integration of ICT.

Overall summary of progress

All staff have been involved in the development of a scope and sequence for digital technologies, which is now being implemented across all stages. Teachers now have access to a wide range of technology tools and are integrating these into various Key Learning Areas in purposeful and meaningful ways. Students were provided with innovative learning opportunities and challenges.

Progress towards achieving improvement measures

Process 1: ICT capabilities are integrated into the curriculum across the school in meaningful and innovative ways.

Evaluation	Funds Expended (Resources)
100% of staff have completed professional learning to develop their understanding and knowledge of the new Science and Technologies syllabus, including Digital Technologies curriculum. All staff have developed their capability to identify and utilise ICTS to support students to investigate, create, communicate and be effective users of technology.	\$1,500

Process 2: Develop a whole school scope and sequence for digital technologies, including assessment, tracking and reporting.

Evaluation	Funds Expended (Resources)
A whole school digital technologies scope and sequence has been developed and evaluated that incorporates inquiry and project based learning models. All staff have access to various suitable technology tools and have been provided with professional learning opportunities regarding these tools. Staff are continuing to develop their knowledge and ability to utilise ICTs for assessment, tracking and reporting.	

Next Steps

Professional learning on digital technologies will continue to be a focus in 2020. Staff will participate in ongoing training and revisit and re-evaluate the existing scope and sequence. Training and support will be available to ensure all staff develop their skills in filming, robotics, 3D printing, and coding. Teachers will also continue training to effectively use ICTs for assessment, tracking and reporting.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM – Equity loading for Aboriginal Background. \$16,047	<p>Indigenous programs including NAIDOC were organised and delivered to all students, providing cultural enrichment and understanding. All students celebrate aboriginal culture through music, dance and performances.</p> <p>Teachers have completed PLPs for indigenous students.</p> <p>A variety of literacy, numeracy, technology and library resources were purchased to support indigenous students in their learning.</p> <p>Collaborative teaching and learning practices were a focus throughout the year allowing for teachers and students to be actively engaged and reflective in their learning and understanding.</p>
Low level adjustment for disability	RAM – Equity loading for low level adjustment for disability. \$95,800	<p>Learning Support teachers were employed to support targeted students. Programs undertaken and delivered to students included Crack the Code used to support students with language difficulties, especially those diagnosed with dyslexia. Small groups were established to deliver working memory interventions for targeted kindergarten students. Students were also supported with Multi Lit particularly with a one on one session involving explicit teaching of literacy skills. Teacher and student responses have been very positive to these programs. Students have shown great improvements in visual–auditory–motor skills and their phonemic awareness.</p> <p>Targeted students in numeracy and literacy were provided with additional teaching and learning support through small group settings and differentiated programs to support students needs.</p>
Quality Teaching, Successful Students (QTSS)	RAM – Equity loading for Quality Teaching, Successful Students.	<p>Additional learning support teachers were employed to support selected students in a team teaching environment focusing on literacy and numeracy. Executive teachers and classroom teachers were provided opportunities to observe and mentor staff within their teams, ensuring quality teaching was being delivered to students.</p>
Socio–economic background	RAM – Equity loading for socio–economic background. \$36,400	<p>Additional learning support teachers were employed to improve student learning outcomes in literacy and numeracy. Purchases of classroom resources and interactive technologies for all students enriched learning and provided stimulating and student–centred activities. Professional learning was provided to staff in the area of technology.</p>
Support for beginning teachers	RAM – Equity loading for beginning teachers. \$18,399	<p>Beginning teachers are provided with extra Release from Face to Face teaching duties to work with a mentor who supports them in their professional development. Mentors provided</p>

<p>Support for beginning teachers</p>	<p>RAM – Equity loading for beginning teachers.</p> <p>\$18,399</p>	<p>support by completing lesson observations and modelling high quality practice. Team teaching was utilised within classrooms to support beginning teacher development. Beginning teachers attended professional learning sessions both within the school and externally.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	230	231	228	220
Girls	230	222	218	198

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.3	94.7	94.2	94.9
1	95.6	94.5	92.7	93.9
2	94.2	93.7	94.6	93.5
3	94.5	94.1	93.2	94.1
4	93.2	93.8	92.4	95
5	95.8	93.9	94.1	92.8
6	94.6	94	91.4	93.2
All Years	94.7	94.1	93.2	93.9
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)	4
Classroom Teacher(s)	15.16
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	3.42

*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	467,401
Revenue	3,941,228
Appropriation	3,614,508
Sale of Goods and Services	2,772
Grants and contributions	321,792
Investment income	1,857
Other revenue	300
Expenses	-3,896,699
Employee related	-3,336,441
Operating expenses	-560,258
Surplus / deficit for the year	44,529

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	175,891
Equity Total	148,246
Equity - Aboriginal	16,047
Equity - Socio-economic	36,400
Equity - Language	0
Equity - Disability	95,800
Base Total	2,912,464
Base - Per Capita	104,649
Base - Location	0
Base - Other	2,807,815
Other Total	244,243
Grand Total	3,480,844

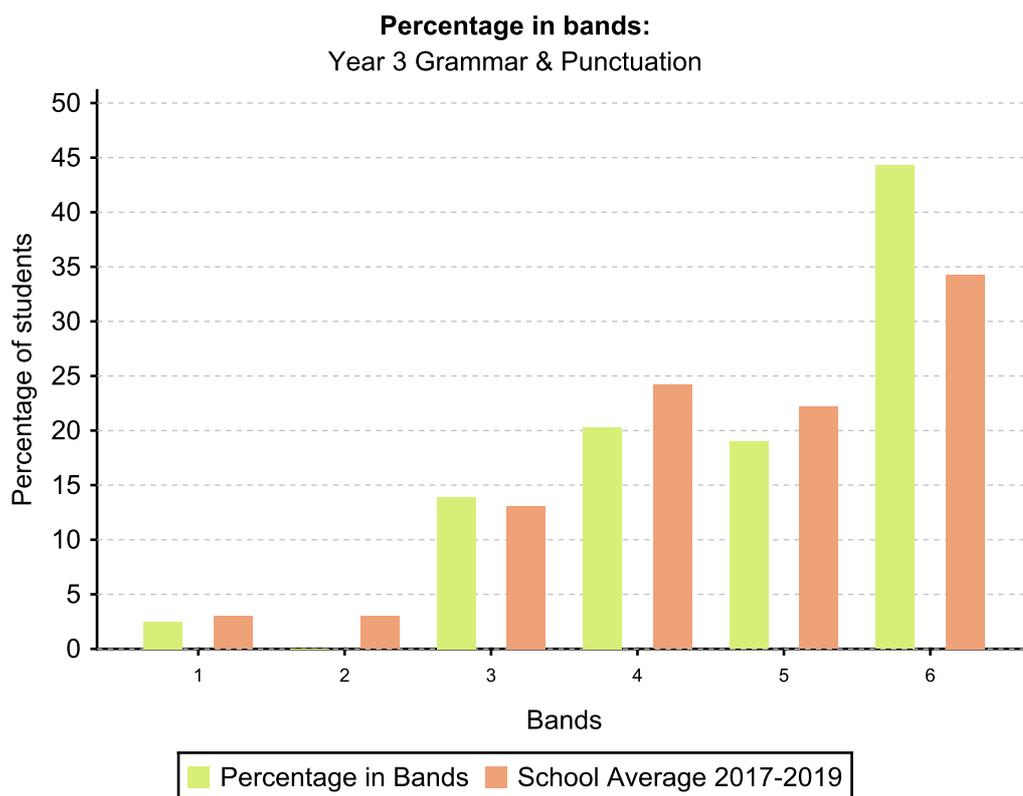
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School performance - NAPLAN

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.

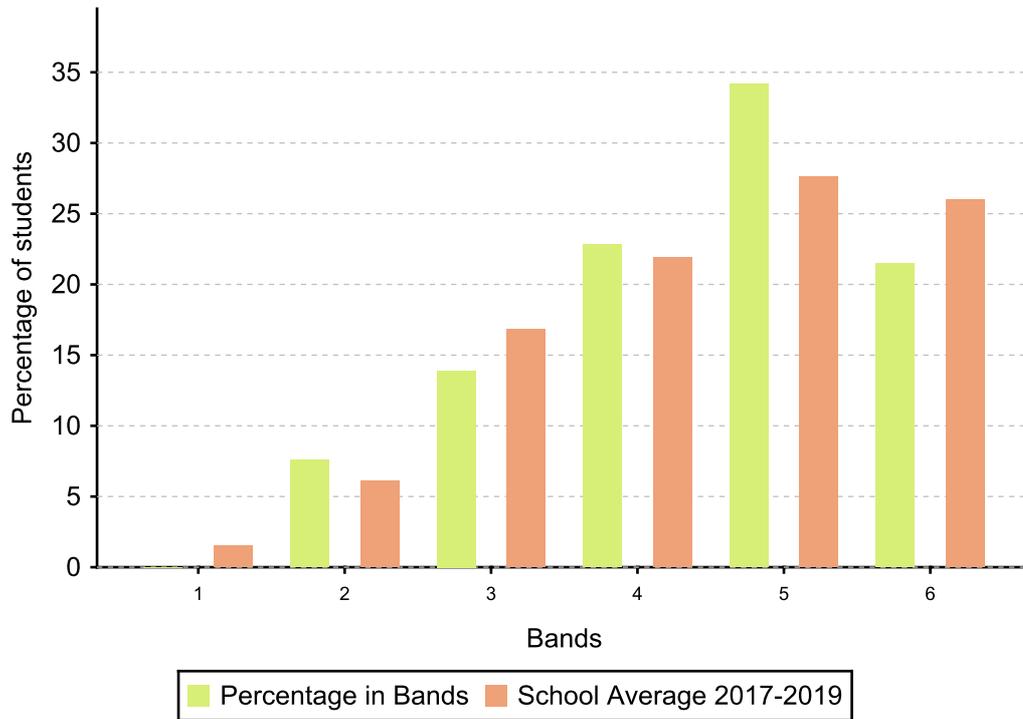
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



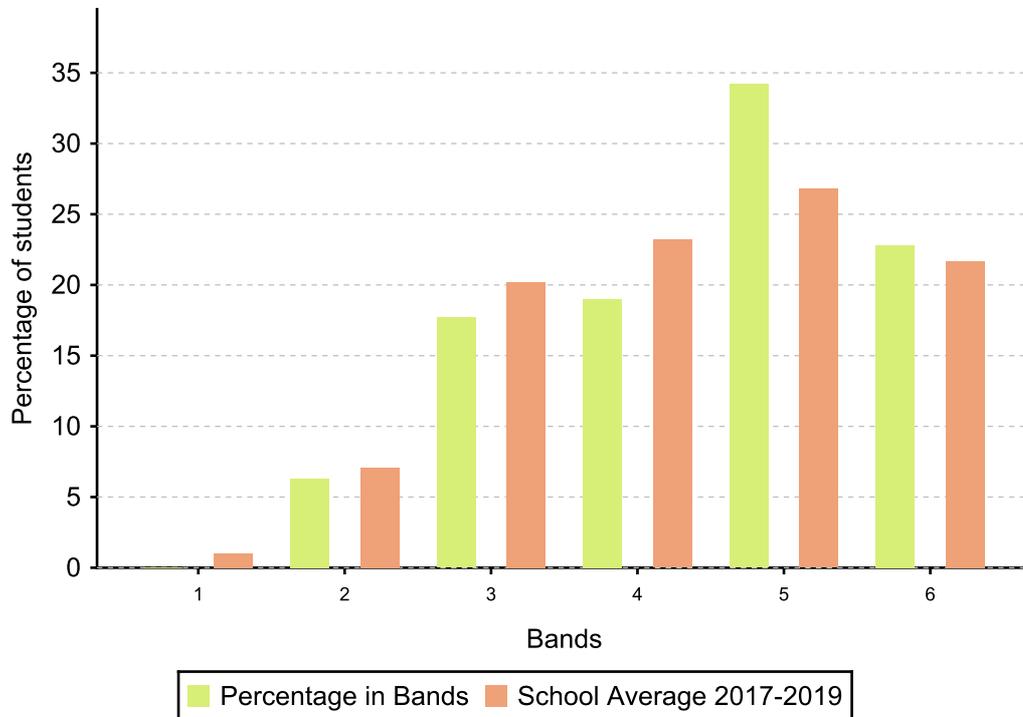
Band	1	2	3	4	5	6
Percentage of students	2.5	0.0	13.9	20.3	19.0	44.3
School avg 2017-2019	3	3	13.1	24.2	22.2	34.3

**Percentage in bands:
Year 3 Reading**



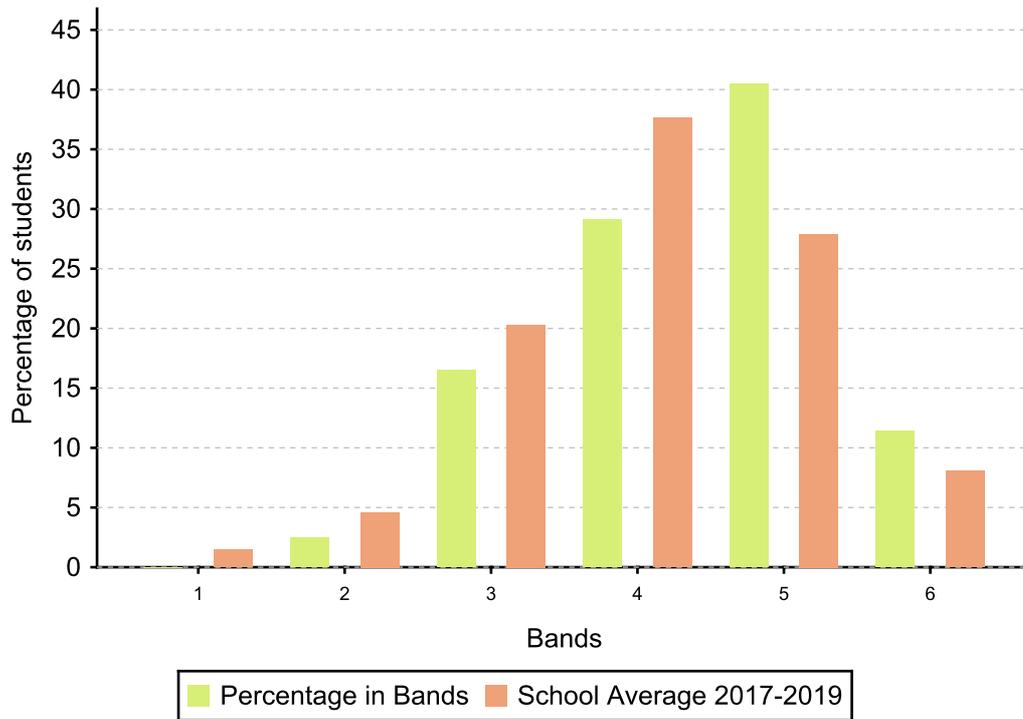
Band	1	2	3	4	5	6
Percentage of students	0.0	7.6	13.9	22.8	34.2	21.5
School avg 2017-2019	1.5	6.1	16.8	21.9	27.6	26

**Percentage in bands:
Year 3 Spelling**



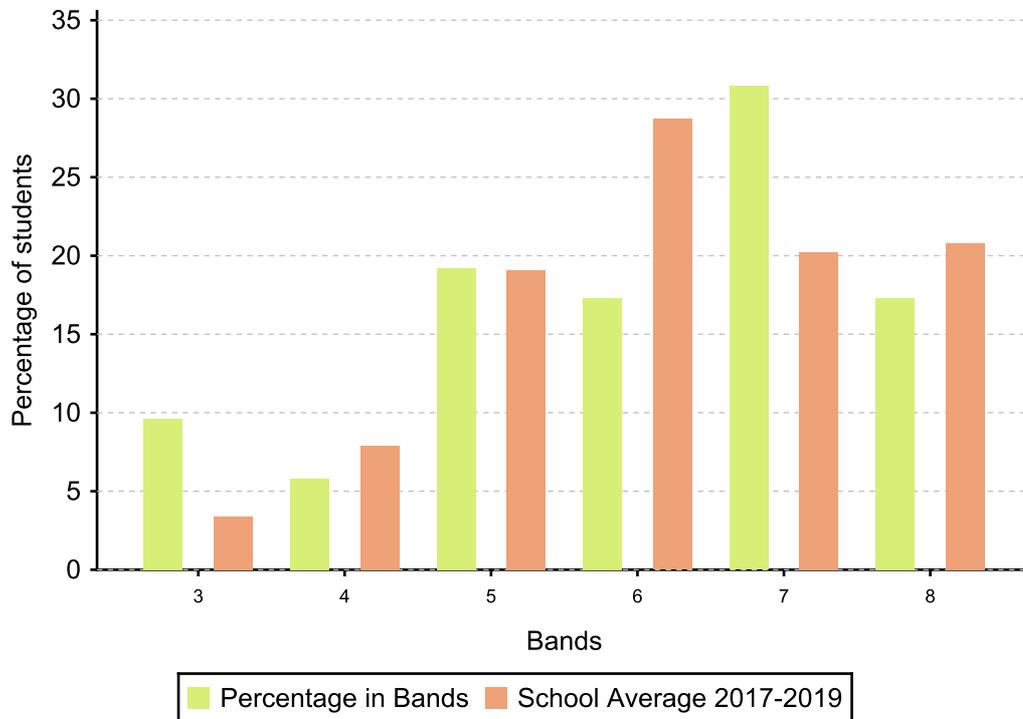
Band	1	2	3	4	5	6
Percentage of students	0.0	6.3	17.7	19.0	34.2	22.8
School avg 2017-2019	1	7.1	20.2	23.2	26.8	21.7

Percentage in bands:
Year 3 Writing



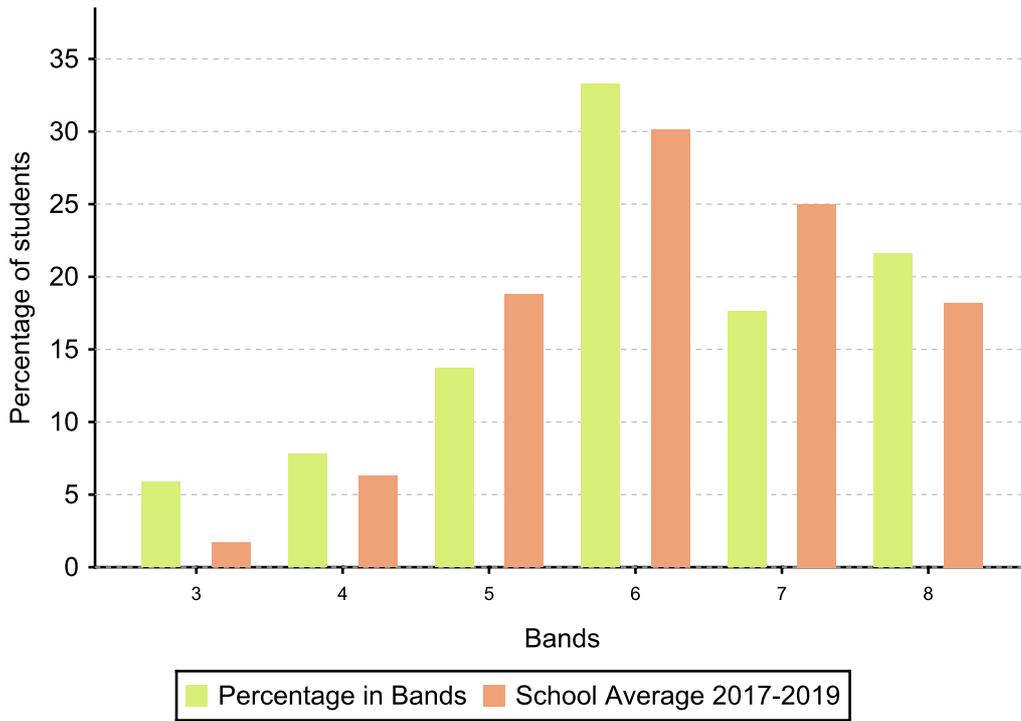
Band	1	2	3	4	5	6
Percentage of students	0.0	2.5	16.5	29.1	40.5	11.4
School avg 2017-2019	1.5	4.6	20.3	37.6	27.9	8.1

Percentage in bands:
Year 5 Grammar & Punctuation



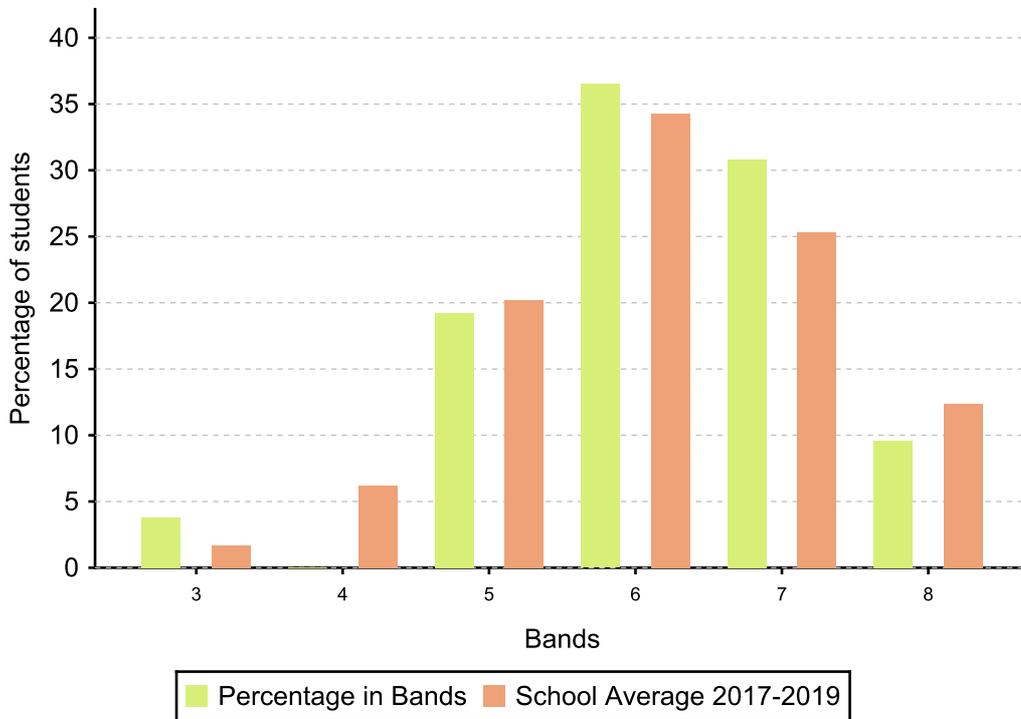
Band	3	4	5	6	7	8
Percentage of students	9.6	5.8	19.2	17.3	30.8	17.3
School avg 2017-2019	3.4	7.9	19.1	28.7	20.2	20.8

**Percentage in bands:
Year 5 Reading**



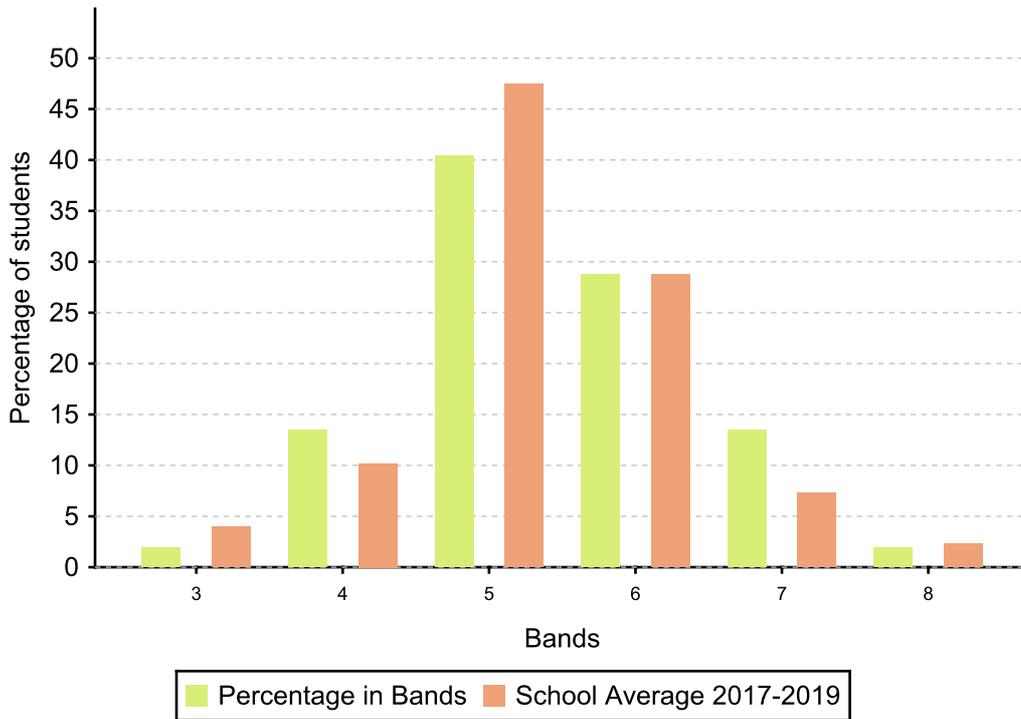
Band	3	4	5	6	7	8
Percentage of students	5.9	7.8	13.7	33.3	17.6	21.6
School avg 2017-2019	1.7	6.3	18.8	30.1	25	18.2

**Percentage in bands:
Year 5 Spelling**



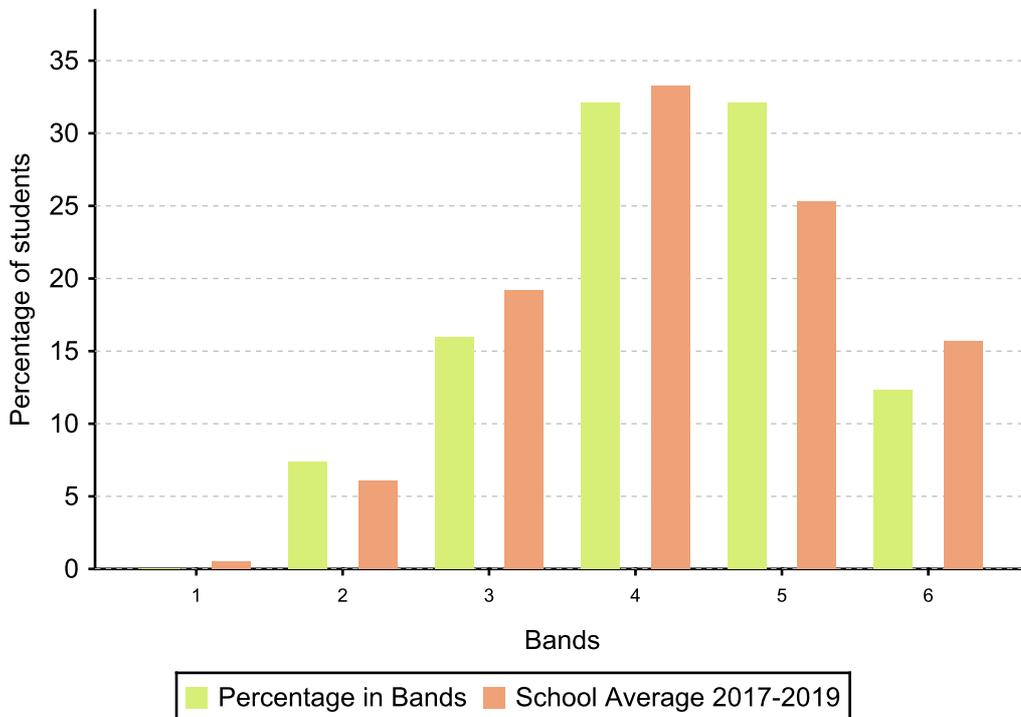
Band	3	4	5	6	7	8
Percentage of students	3.8	0.0	19.2	36.5	30.8	9.6
School avg 2017-2019	1.7	6.2	20.2	34.3	25.3	12.4

Percentage in bands:
Year 5 Writing



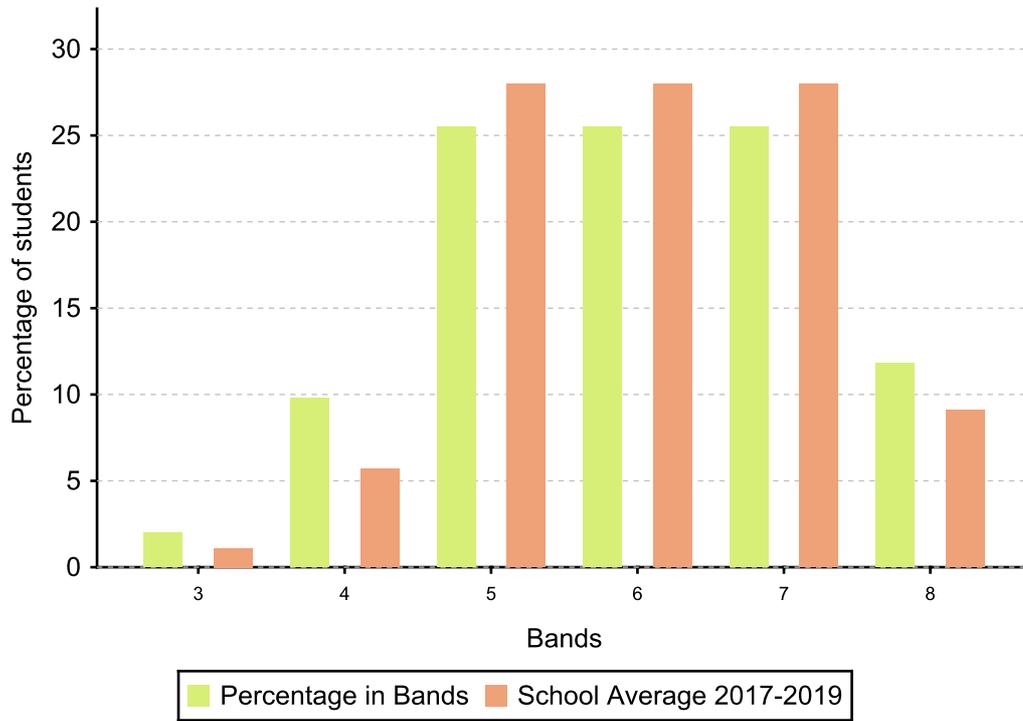
Band	3	4	5	6	7	8
Percentage of students	1.9	13.5	40.4	28.8	13.5	1.9
School avg 2017-2019	4	10.2	47.5	28.8	7.3	2.3

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	7.4	16.0	32.1	32.1	12.3
School avg 2017-2019	0.5	6.1	19.2	33.3	25.3	15.7

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.0	9.8	25.5	25.5	25.5	11.8
School avg 2017-2019	1.1	5.7	28	28	28	9.1

Parent/caregiver, student, teacher satisfaction

In 2019, Terranora Public School sought the opinions from parents/carers, students and staff through the Performance and Development Process, surveys, conversations, P & C feedback, student forums and focused questions.

Data collected revealed that most parents believe the school is safe, supportive and welcoming. Most parents believe that the school is always looking to improve and are impressed by current school programs. Community members believe that families members are encouraged to be involved in classroom and school activities. Data collected revealed that all parents feel comfortable in approaching the teachers and principal about any concerns they may have.

The Parents and Citizens Association are an important part of seeking parent endorsement and feedback about school policy.

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.

Our school is strongly committed to improving and enhancing educational learning outcomes for Indigenous students. Respect for the role Aboriginal culture plays in our country is also reflected strongly in many of our educational programs and school calendar of events, which include: all students continuing to participate in teaching and learning activities which reflect mandatory Aboriginal perspectives in all areas of the school curriculum. An ongoing commitment to cater to the learning needs of all Indigenous students with targeted support programs. Personalised Learning Pathways are implemented K – 6 with parents, students and teachers committed to student learning and success at school. 100% of Aboriginal students K–6 have a collaboratively developed PLP. The Acknowledgment of Country at assemblies and other gatherings is embedded into school practice. Whole school events such as NAIDOC week was celebrated and Aboriginal culture was showcased in a range of ways.

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.

Our school has a strong commitment to and reputation in providing inclusive educational opportunities for all students regardless of backgrounds. All students participate in a wide variety of multicultural education programs that are embedded in the key learning areas of Literacy, History, Geography and Personal Development. The schools multicultural programs serves to promote anti–racism, open, tolerant attitudes, community harmony, intercultural understanding and positive relationships between a range of students from all cultural backgrounds.