

Terrey Hills Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Terrey Hills 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

Terrey Hills Public School

Cooyong Rd

Terrey Hills, 2084

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

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

9450 1612

School background

School vision statement

Terrey Hills Public School provides students with a quality education in a nurturing, innovative learning environment to inspire learners to be flexible thinkers who evaluate information critically and apply it to their world.

We work together as a school community, focusing on the whole child so that all students are known, valued and cared for. Every student is engaged and challenged to continue to learn alongside every teacher and leader as they develop professionally to ensure that the school improves each year.

School context

Terrey Hills Public School is a small friendly community school on huge grounds of over 4.2 hectares. The residential area is largely surrounded by national parks and acreage, making the school feel like a country school in the city. With council bans on real estate development for the area, the enrolments at the school have been fairly stable over the last decade. Much of Terrey Hills is zoned for rural purposes. Most students can walk or ride to school.

In 2019, students from language backgrounds other than English make up around 18% of the school population.

With the school's focus on growth and improvement, students from all grades set their learning goals each term and are supported by their teachers to reach them.

Participation in extra-curricular programs is encouraged. Over 50% of the school's students participate in extra music lessons and attend concert band or string ensemble. Other extra curricular activities include dance, sport, public speaking, debating, choir, robotics and an environmental club.

Terrey Hills Public School is a member of the Warringah Community of Schools and Pittwater Network.

The Terrey Hills Public School P and C supports the school by providing a number of services for families such as canteen and uniform shop and a calendar of events. It generously funds resources for the students to help meet student needs and has been pivotal to our focus on new and emerging technologies and future-focused pedagogies.

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

Strategic Direction 1

Quality Teaching and Learning

Purpose

Provide a strong foundation in literacy and numeracy; deep content knowledge and confidence for students to learn, adapt and succeed.

Improvement Measures

At least 80% of students demonstrate expected growth per semester across literacy and numeracy progressions.

Teaching and learning programs show differentiation.

All staff participate in regular, reflective professional learning.

Progress towards achieving improvement measures

Process 1: All staff participate and collaborate in whole school quality teaching learning programs that embed professional practice.

Evaluation	Funds Expended (Resources)
Teachers set personal learning goals to increase their knowledge of Visible Learning, formative and summative assessment and teacher and peer feedback. Instructional leadership models were used to assist teachers with explicit teaching and preparation. Visible Learning practices of learning intentions and success criteria are evidenced within Maths and Writing programs in classrooms. In 2019, teacher and peer student feedback was more explicit. A consistent language was introduced for all students K–6. Teachers were encouraged to visit other classrooms and work with teachers to ensure consistency and effective feedback.	CESE 'What Works Best' Writing resources and lessons samples shared on staff server. All staff engaged in planned professional learning \$15 585

Process 2: Students are taught to critically reflect on their learning and to set independent literacy and numeracy goals.

Evaluation	Funds Expended (Resources)
<p>All staff engaged in Centre for Education Statistics and Evaluation (CESE) professional learning connecting educational theory and research. The 'What Works Best– Evidence–based practices to help improve NSW student performance' professional learning and What Works Best reflection guide. professional learning focused on the themes of high expectations, explicit teaching, effective feedback, use of data to inform practice, classroom management, wellbeing, collaboration.</p> <p>Teachers worked collaboratively through the modules to reflect on their individual teaching strategies and to evaluate their own practice.</p> <p>Data literacy skills are being developed as teachers access and engage in professional learning in the analysis, interpretation and use of student progress and achievement data.</p> <p>The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.</p> <p>Data tracking sheets have been introduced to enable clear and accurate analysis of student progress and achievement data.</p>	Data tracking excel sheets shared on staff server.

Next Steps

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Instructional Leaders in Literacy and Numeracy will be identified to enable a whole school approach to ensure the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers will employ consistent evidence-based effective teaching strategies. Effective methods will be identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Literacy and Numeracy assessments will be further developed and refined through the support of the instructional leaders, stage supervisors and classroom teachers

Professional learning will draw on the evidence presented in CESE's publications *What works best: 2020 Evidence-based practices to help improve NSW student performance*, *Six Effective Practices in High Growth Schools*, *Student Wellbeing* and *Tell Them From Me* case studies to assist school staff to reflect on what's working at Terrey Hills PS and what can be improved.

Establishment of Learning Communities across the Pittwater Network where teaching staff demonstrate and share their expertise within their school and with other schools. This will enable all teachers to build contemporary content knowledge and deploy effective teaching strategies.

Strategic Direction 2

Engaging Learners for the Future

Purpose

Provide opportunities and quality learning environments for all students to be positive, engaged future-focused learners for further learning challenges and experiences.

Improvement Measures

Flexible learning environments are utilised within the classroom and whole school setting.

Increase in number of students demonstrating confident application of digital technology skills.

Progress towards achieving improvement measures

Process 1: Create environments and programs that support reflective, collaborative and critical thinking outcomes.

Evaluation	Funds Expended (Resources)
<p>Teaching and learning programs were adjusted across all classrooms and specialist teaching programs, embedding the general capabilities of learners to be supported by their environment and learning tools.</p> <p>100% of students from Years 3 – 6 have access to their own digital learning device.</p> <p>All students have demonstrated significant gains on the ICT capability learning continuum, eg. accessing their Department account, online library resources, submitting shared digital tasks etc.</p> <p>Progress towards achievement will be evaluated through sharing collegial discussions on classroom observation data. E.g. student's ability to: participate in conversations about their learning, access digital resources and engage in problem-based learning tasks.</p> <p>There will be regular (twice a term) meaningful student reflections carried out that focus on their favoured learning successes and experiences as well as their challenges.</p> <p>From student's work and staff learning programs there is clear evidence of technology use and utilising alternate learning environments to the classroom. Supporting this, students will demonstrate the ability to independently complete digital assessment tasks and learning tasks, i.e. NAPLAN online, Reading Eggs, Mathletics, Google apps etc.</p>	<p>To support progressive learning environments, there has been the purchase of circle tables, stools, core stools, boomerang conference desks and adjustable height learning platforms. To consolidate our digital learning programs, new chrome books for all Year 5 and 6 have been purchased, also allowing students in Stage 2 (Years 3 and 4) to now acquire their own chrome book. \$37 112</p> <p>Outdoor furniture has also been purchased to cater for more outdoor learning experiences.</p>

Process 2: Draw on research to support students to develop and deepen their creative and critical thinking skills.

Evaluation	Funds Expended (Resources)
<p>A digital scope and sequence was developed in line with the mandatory strand (from 2019) in K–6 Science and Technology Syllabus. In 2019, using digital technologies skills as outlined in the Australian Curriculum and the mandatory Science and Technology syllabus was explicitly taught each week to all grades. This was supported by utilising resources such as Primary Connections and Inquisitive. In addition, technology and digital devices continued to be successfully integrated in all KLAs. Student comfort and learning styles were increasingly considered when classroom furniture was purchased. Flexible learning spaces continue to be encouraged to meet pedagogical needs and changes. In 2019 staff held a series of workshops based on research by Michael McQueen entitled Teaching for Tomorrow and Lee Crockett's Wabisabi site, specifically the Key Fluencies such as Solution</p>	<p>Flexible furniture options will continue to be monitored and discussed throughout the year to ensure each classroom and area in the school could be a functional and effective learning space.</p> <p>Classes will have their Smartboard reviewed with the intention of all classrooms having Prowise boards installed throughout 2019–2020. \$9 500</p>

Progress towards achieving improvement measures

Fluency. These provided a basis for quality discussion about the types of skills students of the future will need to develop. Classroom teachers requested more flexible furniture for their rooms to meet the needs of new pedagogy. This was purchased during Term 1 of 2019. The school completed NAPLAN online testing in 2019.

The Library has a new interactive board that will be used by each class. This board allows multiple operators to interact at the same time and will also be a main aid during staff meetings.

Next Steps

Connecting educational theory and research to all professional learning. CESE 'What works best, Six Evaluative Practices and How Schools Can Improve Literacy and Numeracy Performance and why it still matters' will underpin 2021–2023 School Plan to enable all students to develop and deepen their creative and critical thinking skills.

Staff will engage in future– focused pedagogical action research investigating and sharing their understanding and knowledge of the learning modes of:

- Collaboration
- Discussion
- Feedback / Reflection
- Explicit

Flexible learning space will be established incorporating space, furniture and technology to enable learning modes to coexist or can be quickly and easily transitioned. Future–focused Instruction Leader will be employed to model and mentor a combination of dispositions, skills, values and attitudes to be successful future oriented lifelong learners.

Through out the year school will engage in :

Process evaluation

- **Evidence of activity** – shows what has taken place.
- **Evidence of process quality** – not only tells us what we did, but how well we did it.

Outcome evaluation

- **Evidence of impact** – is what allows discussion about the consequences of the program's actions – the short, medium and long term outcomes that flow from our efforts.

Strategic Direction 3

Wellbeing for students and the community

Purpose

To meet the learning and wellbeing needs of all students with a school that nurtures, guides and inspires students academically, physically and socially.

For students to be active, engaged and self-regulated learners who are ethical members of the community.

Improvement Measures

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

Increase use of and reflection of personal students goals.

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach to student wellbeing in which students connect, succeed and thrive at each stage of their schooling..

Evaluation	Funds Expended (Resources)
<p>Student use of digital devices and online services has been evaluated. New policy is being developed ensuring it promotes the learning, safety and wellbeing of students and the management of any risk of harm and distraction..</p> <p>Wellbeing continued to be a focus throughout 2019 through the employment of an Assistant Principal Wellbeing and the engagement of interagency support to promote the positive wellbeing of staff, students and parents. 2019 Years 4–6 Tell Them From Me survey data analysis indicated positive increases in Student Advocacy, Expectations for Success and Sense of belonging. Responses were between 5–7% higher than State and Statistically Similar Schools Group. Data reflects a reduction of negative behaviour incidents from 7% to 4.6%, resulting in a more positive learning environment for all students .</p>	<p>CESE Reading & professional learning</p> <p>1. Environmental Scan – Every Student Is Known Valued & Cared For'.</p>

Process 2: Draw on research to develop and implement growth mindset across the school and community.

Evaluation	Funds Expended (Resources)
<p>Teachers had a deeper understanding of Quality Teaching. They aligned professional standards closely with this concept.. There was much more of a focus on good quality teaching particularly in the areas of Numeracy and Literacy. Visible Learning practices of learning intentions and success criteria are being implemented in all classrooms. This has enabled students to set and reflect on their personal learning goals.</p>	

Next Steps

To ensure 'Every student is known valued and cared for all staff will engage with contemporary literature on:

Cognitive Load Theory – how the human brain learns and stores knowledge.

High Potential and Gifted Education Policy – to promote engagement and challenge for every student, regardless of background, in every school across intellectual, creative, social-emotional and physical domains.

Staff will be required to connect their understanding of the research to their own practice.

Implement Smiling Minds program – an evidence based, whole school approach to supporting student mental health and wellbeing.

Review and update Learning and Support procedures and practices to ensure consistency of practice and alignment with NCCD protocols.

Review Terrey Hills Student Wellbeing Policy to ensure it reflects the NSW Department of Education (DoE) commitment to creating quality learning opportunities for children to build on their individual strengths enabling them to Connect, Succeed and Thrive throughout life.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>Teacher allocation of .4 for Learning and Support needs . Flexible funding of \$42686 was used for additional support and resources for students.</p> <p>\$15067 was implemented for integration support and \$1400 for OoHC funds to assist two students.</p>	<p>All students requiring adjustments and accommodations were catered for within class programs and through the support of the Learning Support Team. Teacher knowledge of the Learning Support Referral process was improved through a review. The Learning and Support Team met regularly to monitor targeted students. The Learning and Support Team analysed data from NAPLAN, PLAN and other measures to prioritise support. Review Meetings were held with parents, caregivers and specialist personnel throughout the year discussing Personalised Learning Plans and learning goals.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS funds of \$43 647 were used fund AP Instructional Leader position to support learning programs, release of executive staff to mentor teachers.</p>	<p>QTSS hours were allocated for beginning teachers to observe experienced teachers in practice and for mentor teachers to observe beginning teachers. .The L3 program gave all K–2 teachers the opportunity to be mentored by an expert in early literacy throughout the year.</p>
Support for beginning teachers	<p>\$28 260 for Great Teacher Inspired Learning and Beginning teacher support funding.</p>	<p>Accreditation sessions focusing on each standard to assist teachers completing their accreditation were organised by the AP each term in 2019. All beginner teachers attended professional learning courses and received release time for preparation.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	122	132	130	129
Girls	112	117	113	107

Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.1	96.2	94	96.4
1	94.7	95.7	95.8	94.9
2	95.6	97.1	95.5	95.9
3	94.9	95.9	96.1	95.4
4	96.4	96	93.3	95.6
5	94.3	95.7	95.7	93.6
6	96.1	93.8	93.8	94.7
All Years	95.5	95.8	95	95.2
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)	3
Classroom Teacher(s)	8.23
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.42

*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	410,949
Revenue	2,597,122
Appropriation	2,231,782
Sale of Goods and Services	2,550
Grants and contributions	344,203
Investment income	4,454
Other revenue	14,132
Expenses	-2,555,116
Employee related	-2,107,581
Operating expenses	-447,535
Surplus / deficit for the year	42,005

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	0
Equity Total	73,192
Equity - Aboriginal	1,365
Equity - Socio-economic	5,645
Equity - Language	8,429
Equity - Disability	57,754
Base Total	1,852,380
Base - Per Capita	57,017
Base - Location	0
Base - Other	1,795,363
Other Total	245,224
Grand Total	2,170,796

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

In 2019, 91 students from Year 4 to Year 6 participated in the Tell Them From Me (TTFM) survey. The TTFM survey measures student engagement and wellbeing. It is used to evaluate the impact of initiatives implemented across the school and identify priority areas for improvement. At Terrey Hills Public School, survey results indicated that 90% of our students have friends at school they can trust and who encourage them to make positive choices. This is 5% above NSW Government School norms. 93% of our students reported they do not get in trouble at school for disruptive or inappropriate behaviour, which is 10% above the NSW Government School norms. 79% of students reported they felt important concepts are taught well, class time is used efficiently, and homework evaluations support class objectives. Whilst 80% of students reported they felt teachers are responsive to their needs and encourage independence with a democratic approach..

In 2019, 38 families completed the Parent Survey which is based on Joyce Epstein's framework for fostering positive relationships between the school and community. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). Parents communication with the school scored 8.1 and indicated they felt welcomed when they visited the school and that they could easily speak with their child's teacher. The overall opinions between parents' expectations for homework time versus the actual amount of homework time indicated that we were achieving the right balance. Parents also indicated that their child is clear about the rules for school behaviour and that the teachers expect their child to pay attention in class. 7.4 of parents believed teachers have high expectations for their child's learning and show an interest in their child's learning. Two-way communication with parents is an area for further development as 6.3 indicated they were well informed about their child's progress in school subjects. Parents strongly also indicated that their child is clear about the rules for school behaviour and that the teachers expect their child to pay attention in class.

In 2019, 7 teachers completed the Teacher Survey . The TTFM survey included seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e. strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). Overall opinions reported that school leaders have helped create new learning opportunities for students, establish challenging and visible learning goals for students and help create a safe and orderly environment. In the area of learning culture, the survey showed a score of 8.9 that teachers monitor the progress of individual students and they set high expectations for student learning. The teachers indicated that the school is inclusive scoring 9.0 compared to the state average of 8.2 by establishing clear expectations for classroom behaviours and including students with special learning needs in class activities.

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.