

Truscott Street Public School

2019 Annual Report



4164

Introduction

The Annual Report for 2019 is provided to the community of Truscott Street 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

Truscott Street Public School

Truscott St

North Ryde, 2113

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

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

9878 1264

Message from the principal

As I complete my first year as Principal of Truscott Street Public School, I feel very privileged to have the honour of leading such an outstanding school. Our students benefit from being in such a positive learning environment in which the values of friendship, dedication to teaching and learning and strong community connections are evident in all areas of school life.

I look forward to continuing to share the journey in 2020 and beyond and would like to acknowledge all students, staff, parents, school P&C, and thank all who have contributed to the school and its outcomes in 2019.

The Annual Report for **2019** is provided to the community of Truscott Street 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.

Anne Barltrop

Principal

Principal's Message

School background

School vision statement

Truscott Street Public School provides a caring and safe educational environment where children can learn and develop as individuals. A local, community school where lifelong friendships are made and learning for life is paramount. Within each student, the School instills pride in individual accomplishments and strong self-esteem. We take pride in our school motto Quod Potui Perfeci or Always do your Best.

School context

Truscott Street Public School was built in 1958 to cater for children of returned servicemen and women. The school is set in 1.8 acres of pleasant, well maintained grounds in a quiet residential area. In 1988, a Support Unit for twenty-four physically disabled students was established. The Unit has developed to be an acclaimed strength of the school. The school community has developed a highly inclusive culture based on a commitment to equal rights and opportunities for all. We, as a community, believe we share the responsibility for ensuring that our students are well educated, happy and responsible young Australians.

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>

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 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.

In the domain of Learning: At Truscott Street Public School, every student is known, valued and cared for in our school. Our Positive Behaviour for Learning (PBL), Bounce Back and buddy programs demonstrate the school consistently implements a whole school approach to wellbeing. Having clearly defined whole school behaviour expectations consistently across the whole school creates a positive learning environment. The school has well developed processes to collect, analyse and report on student performance and use this to inform future teaching focuses and practices. Assessment data is used to monitor achievements and gaps in student learning and inform planning for improvement of student outcomes. Partnerships between parents, students and staff are vital to ensure continuous improvement in learning at Truscott Street. The alignment of whole school wellbeing systems and practices for both the Learning and Support Team (LST) and Positive Behaviour for Learning (PBL) has ensured that each student has the opportunity to connect, succeed and thrive relevant to their stage of learning and development.

In the domain of Teaching: Our priorities have been around how best to improve learning outcomes for all students. Teachers effectively collaborate in stage teams to share curriculum knowledge, effective teaching strategies, differentiation, data and other information about student progress and achievement. There is a collective high level of commitment by teachers to their own ongoing professional learning by an active willingness to engage in professional learning to improve teaching practice for improved learning outcomes for all students and work towards meeting the school's goals. There has been a particular focus on improved teaching methods in Numeracy with professional learning delivered by both school staff and outside providers around Working Mathematically strategies across all stages within the school. Regional Literacy consultants also regularly work with key staff to unpack the Literacy Progressions within the sub strand of Reading.

In the domain of Leading: The school continued to develop educational leadership to facilitate whole school improvement. There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to developing and achieving the strategic directions reflected in the School Plan. Our school resources are strategically managed to maintain efficiencies and to maximise resources available to implement the School Plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students. Our priorities have been to develop leadership and management practices and opportunities for our staff as well as continuing to support strong bonds with the parents and wider community. Our practices and processes are responsive to whole school community feedback and promote ongoing improvement. Our school's participation in the Tell Them From Me Survey – students, staff and parents provide valuable feedback enabling critical reflection and assists for future planning both inside and outside the classroom. Opportunities for the students and community to provide feedback on systems and practices is encouraged to ensure we can improve our capacity across the school.

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:

Strategic Direction 1

Quality teaching and learning environment to meet the needs of diverse learners.

Purpose

To ensure teaching practices are flexible, reflective, dynamic and meet the learning needs of all students through quality differentiation. Students are immersed in a stimulating learning environment underpinned by high expectations and quality teaching practices.

Improvement Measures

All staff are trained in Growth Mindset and classroom practice reflects Growth Mindset practices.

Increase the percentage of students performing in the top two bands at proficiency in Numeracy and for NAPLAN and strategies reflected in all activities

All teaching and learning programs reflect quality differentiation as evident in classroom practice.

Progress towards achieving improvement measures

Process 1: Teachers individually and collaboratively evaluate and reflect on the effectiveness of their teaching practice to plan for the ongoing learning of each individual student. There is a shared responsibility for student improvement within a transparent learning culture where observation of each other's practice drives ongoing improvement.

Evaluation	Funds Expended (Resources)
Maths committee to present updated and revised Maths Scope and Sequence at Staff meetings. Review of Scope and Sequence indicated that more time would be needed to finalise all Stage areas. Estimated that the process will be completed by the end of Term 1, 2020.	Maths Committee to drive the completion of these tasks

Process 2: Implement a whole school integrated approach to quality literacy and numeracy where students can reflect on their own learning.

Evaluation	Funds Expended (Resources)
Planning is in place for the process to drill down into the two strands from the Literacy and Numeracy Progressions will be undertaken in 2020. Review indicated that additional TPL will need to be allocated in readiness for 2020.	Staff and Stage meetings

Process 3: Engage outside professionals to develop and enhance the understanding and implementation in quality pedagogy in literacy.

Evaluation	Funds Expended (Resources)
Working towards Plan being completed by the end of the Year	Staff Meetings Engage additional specialist support to work with staff across all stages to unpack strands in Literacy and Numeracy Progression across the school.

Strategic Direction 2

Informed, engaged and creative citizens

Purpose

To ensure a stimulating 21st century learning environment that considers the whole child and empowers them to be future focussed, informed, engaged creative learners and critical thinkers.

Improvement Measures

All teaching and learning programs incorporate 21st century competencies and the seamless integration of technology into all KLA's

Truscott Street P.S. is seen as a leader in STEAM across a community of schools.

Bounce Back resilience and well being program introduced to support all students and reinforce PBL expectations.

Progress towards achieving improvement measures

Process 1: Implement the Bounce Back program as a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Possible Evaluation for Term 4</p> <p><i>Reduction of negative behaviours in the playground and classroom. LST referral and data.</i></p> <p>Review and explain Think and Action slips with all staff. Reminder for all staff that think slips are for minor incidents only and a teaching aspect should be involved. Review the structure of the Think and Action slip – perhaps to include the list that is on the back of the clipboard.</p> <p>Review the reward system and classroom displays of rules etc for 2020.</p> <p><i>All staff were made aware of the program and were able to follow up during recess and lunch time. Stage 3 students behaviour remained positive for the remainder of the year.</i></p> <p>Staff to look at transferring the lessons for PBL and Bounce back into our PD,H,PE programs for 2020.</p> <p>All merit certificate awards and names to go into Sentral from 2020.</p>	<p>Survey for staff and students to complete.</p>

Process 2: Implement a whole school team teaching approach to STEAM where teachers can develop and enhance their understanding using real world problems in their teaching.

Evaluation	Funds Expended (Resources)
<p>As a staff, we are working towards embedding STEAM across K-6 in all Key Learning Areas.</p> <p>Need to purchase another class set of iPads and chrome books.</p> <p>Current 3/4B classroom in the admin office to become the RFF room in 2020.</p> <p>EAL/D and learning support to share Learning Support room.</p>	

Process 3: Ensure all programming includes the use of STEAM into teaching and learning to empower teachers to employ project-based learning that crosses all 5 disciplines and foster an inclusive learning environment where all students are able to engage and contribute.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
STEAM was embedded in some KLA's across the school. Inquiry based learning has been effectively embedded across Science, Geography and History. Looking forward, teachers need more training in how to embed STEAM and project-based learning across all KLA's in K-6.	

Strategic Direction 3

Effective leadership management and meaningful communication and connections

Purpose

To develop effective leadership and management across the school environment with emphasis on clear and open communication across all stakeholders.

Improvement Measures

Parent surveys indicate positive response regarding teacher communication, parents informed of school events and they feel that they are part of the school community.

Stage members feel supported by the leadership of the school so that they can meet their expectations and the expectations of their students.

Staff PDPs are clearly defined. Teacher PL reflect teacher's PDPS.

Progress towards achieving improvement measures

Process 1: The school community has high expectations of achievement and progress along the learning progressions for all students through a commitment to the pursuit of excellence.

Evaluation	Funds Expended (Resources)
Parent workshops around specific literacy and numeracy – how parents can support their child's learning at home are carried out for all new parents. Seesaw to be introduced as a communication tool to showcase school success. eg Harmony Day, Camps, excursions.	

Process 2: Continue to ensure parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress.

Evaluation	Funds Expended (Resources)
All staff now using Sentral for attendance, recording of behaviours and awards system. Further staff TPL to occur in 2020 to further support all staff in using SENTRAL .	Cost of new Sentral License @ approx \$4000 per year for access to the sites around welfare, attendance, assessment and reporting, student profiles.

Process 3: Embed a culture of high expectations which effectively cater for the full range of equity issues within the school so as the school is recognised as excellent and responsive by its community

Evaluation	Funds Expended (Resources)
Results indicated that over 80% of staff completed TTFT surveys Results indicated that 40 parent surveys were completed Results indicated that 95% of students had permission to complete both surveys.	Students in years 4,5 & 6 who have permission completed the two TTFM surveys in term 1 and 4 allocate RFF time in the library to complete surveys Staff to complete TTFM survey in Term 4 Parent survey completed by link on web page and in newsletter in term 4

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>Learning Support Team allocated additional planning time to update student profiles from the data collected within the annual data NDDC.</p> <p>Plan for suitable adjustments for learning for each student in line with "Every Student is known, valued and cared for in our School.</p>	<p>Plan to increase in– class SLSO time for students with additional literacy and numeracy support in 2020.</p>
Support for beginning teachers	<p>All Beginning Teachers received significant additional release time allocated from their funding support.</p> <p>All encouraged to attend targeted ongoing TPL identified through their PDPs to support their teaching in the classroom.</p>	<p>Feedback received from Beginning Teachers involved in this program has been very positive. Having an identified mentor allowed each Beginning Teacher to have an individual program tailored to their needs. All Beginning Teachers attended a minimum of 3 additional Teacher Professional Learning opportunities that were aligned specifically to their Professional Development Plan around gaining skills to assist their teaching in the classroom.</p> <p>The program will continue in 2020 in a scaled down version allowing again an additional hour away from the classroom and an expectation that they also attend at least two Teacher Professional Learning opportunities aligned to the whole school, stage and or personal learning goal.</p>
Targeted student support for refugees and new arrivals	<p>A teacher allocation of .4 equivalent to two full days a week is allocated to this program.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$35 000.00) 	<p>Progress for each student is aligned with the EAL/D learning scales for achievement.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	161	164	162	159
Girls	171	155	168	165

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.5	97.3	95.2	94.7
1	96.2	93.9	96.7	93.9
2	96.5	95.6	94.2	95.9
3	94.3	95.7	95.7	93.6
4	95.7	93.9	95.5	96
5	94.9	94.6	94.1	95.4
6	96.7	93.9	92.8	92.8
All Years	95.7	95	94.9	94.6
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)	14.06
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.7

*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	742,507
Revenue	3,818,568
Appropriation	3,555,369
Sale of Goods and Services	-12,635
Grants and contributions	265,076
Investment income	8,958
Other revenue	1,800
Expenses	-3,715,704
Employee related	-3,357,710
Operating expenses	-357,994
Surplus / deficit for the year	102,864

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	683,814
Equity Total	127,243
Equity - Aboriginal	1,350
Equity - Socio-economic	5,280
Equity - Language	43,041
Equity - Disability	77,571
Base Total	2,358,765
Base - Per Capita	82,274
Base - Location	0
Base - Other	2,276,491
Other Total	294,030
Grand Total	3,463,851

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.

Literacy

In 2019 55 Year 3 students sat the NAPLAN test in Literacy. Our students continue to perform well 69% of year 3 students performed in the top two bands for Reading compared to 62.8% of similar Department of Education schools. 55% of Year 3 students performed in the top bands for Reading, 51% in the top two bands for Spelling and 55.2% of students performed in the top two bands for Grammar and Punctuation.

In 2019 49 Year 5 students sat the NAPLAN test in Literacy. Again our students continue to perform well above similar Department of Education Schools. In Reading 57.7% of Year 5 students performed in the top two bands for Reading compared to 43.5% of Department of Education schools. 37% of Year 5 students performed in the top two bands for Writing compared to 22.9% of students in Department of Education schools. In Spelling 57.7% of Year 5 students performed in the top two bands compared to 46.7% of students in Department of Education schools.

Numeracy

In 2019 55 Year 3 students and 38 Year 5 students sat the NAPLAN test in Numeracy. Our students continue to perform well. 55.2% of Year 3 students performed in the top two bands for Numeracy compared to 49.2% of Department of Education schools. 42.3% of Year 5 students performed in the top bands for Numeracy compared to 36.6% of Department of Education schools.

Parent/caregiver, student, teacher satisfaction

In 2019, Truscott Street Public School accessed the Tell Them From Me Survey tool to gather feedback from parents, students and teachers about our school. The surveys provide the school with valuable information in areas around parental satisfaction, student engagement, attitudes to learning and future ambitions, school leadership and professional practice.

Parent responses:

100 parents responded to the survey and the results indicated that the vast majority of parents who responded indicated that they rated the quality of education for their children was very satisfactory in a number of areas including being welcome at the school, student safety at school, opportunities to speak with their child's teacher, clear expectations around school rules and learning.

35 students in Year 4, 47 students in Year 5 and 35 students in Year 6 responded to the survey and the results indicated that in general our students had high expectations about their success at school and indicated that the school provided a caring environment and the individual needs of all students is highly valued both inside and outside the classroom.

18 teaching staff completed the survey and the results indicated that many staff rated their performance as strong as teachers in the areas of providing high quality learning, valued working collaboratively and using 21 Century technology to enhance student learning and their own professional development. There was high agreement amongst teachers regarding the importance of being able to access professional learning opportunities to continue to improve learning for their students in the classroom.

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.

Aboriginal Education

Aboriginal Education implements knowledge of the Aboriginal culture in many aspects of our student's learning by continually promoting respect for the unique and ancient culture of Aboriginal peoples through integrating Aboriginal Perspectives into all Key Learning Areas. Our school has a small number of students who identify as Aboriginal and the school utilises the equity funding for Aboriginal background to develop Individual Educational Plans IEPs for students of Aboriginal backgrounds. These Individual Learning Plans developed and sustained a positive and inclusive school culture as well as improved student Literacy and Numeracy achievements. Each plan was developed in consultation with the student's family, classroom teacher and Learning and Support Teacher. Staff incorporate Aboriginal perspectives into their everyday teaching, learning and practice. This is in line with the Department of Education's Aboriginal Policy, which states that children in NSW should develop a deep understanding of Aboriginal culture and peoples, past and present. as part of their learning. Aboriginal perspectives are included in all Key Learning Areas programming across the school.

All school assemblies and official meetings commence with the Acknowledgement of Country.

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.

Anti-racism Education

Equity and acceptance are two of the core values we share and promote at Truscott Street Public School. Our school continues to be committed to enhancing learning for its culturally diverse population. The cultural programs and practices at our school are responsive and inclusive. Respect, tolerance and empathy are all key elements of social skills programs taught explicitly to all grades.

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's enrolment includes a third of students having a Language Background Other Than English with students from over 47 different language backgrounds. In this diverse and culturally enriched environment, our EALD teacher facilitates effective learning modules for students, that include team teaching and collaborative planning, with some withdrawal groups for New Arrival students who receive both intensive small group work and in class-support.

Focused awareness of and interest in other cultures is stimulated through the school's History Key Learning Area. The school actively embraces its multicultural community through initiatives such as Harmony Day.

