

# Taverners Hill Infants School

## 2019 Annual Report



5112

## Introduction

The Annual Report for 2019 is provided to the community of Taverners Hill Infants 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

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### Message from the principal

Taverners Hill 2019 was an exciting and rewarding year. We saw our children participate in and enjoy many experiences. A whole school visit to Taronga Zoo to compliment our "Living World" science unit, drama incursion, Book Week Musical performance, NAIDOC Week Aboriginal storyteller, Musica Viva concert, James Madsen music workshop, a wellbeing, resilience cartooning workshop with Joffa and finally ending the year with a chemical science incursion and a trip to the movies followed by a BBQ.

Positive Behaviour for Learning was implemented and we saw success with positive behavioural change and clear expectations set for the children.

At the end of Term 3 our students performed the musical The Treehouse at Fort St High School hall. The children sang, danced and delivered dialogue to rave reviews from our families.

Our annual Grandparents and Special Friends morning was combined with a celebration of Book Week.

We value and encourage the parent community input into our school. Parents assisted in the classrooms, guided the children to paint the class artworks, participated in P&C and organised fundraising and social events.

The Taverners Hill Infants staff worked tirelessly to deliver engaging and meaningful learning programs for our students. Setting high expectations, supporting each child to achieve their capabilities and foster a love of learning. Our staff focus on the whole child ensuring that their social, emotional and behavioural as well as their academic needs are met.

Ms Jacki Gardner

Principal

# School background

## School vision statement

At Taverners Hill Infants School we aim to build strong foundations in the early years, developing essential skills to ensure students are engaged and challenged and become self-motivated and self-directed learners.

## School context

Taverners Hill Infants School is a Kindergarten – Year 2 school situated just off Parramatta Road in the leafy suburb of Petersham. Our enrolment in 2019 is 62 children in three classes. Most students reside in the Petersham, Leichhardt and Stanmore areas.

Taverners Hill has four fulltime teaching staff; a Teaching Principal and three classroom teachers. Our fulltime staff is complemented by two part time teachers for Support and library and ESL . Four non-teaching staff work at the school.

In 2019 our teaching staff has become a mix of experienced and beginning teachers. We are dedicated to the academic, social, behavioural and emotional development of students, giving them a variety of experiences to assist their development in all areas.

Taverners Hill has a highly involved parent community who work closely with the staff for the betterment of all students. The staff and parent community have high expectations for our students which is provided in a supportive and nurturing environment.



## **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>

### **Learning**

In the domain of learning our main focus was on the area of wellbeing. The implementation of Positive Behaviour for Learning across the school led to consistency amongst the staff and developed a clear understanding for the students of behavioural expectations. These expectations were explicitly, consistently and supportively applied across the school.

### **Teaching**

In the domain of teaching our priority was assessment. Within the classroom the use of formative assessment strategies has strengthened the teachers and students understanding of what they are learning and why. Teachers have collected and used quality assessment data to monitor achievements of all students and identify gaps in learning. This has been used to inform planning for individual students or groups of students.

### **Leadership**

In the domain of leadership we prioritised school administration. Administrative tasks were assigned to specific members of the administrative team to streamline administrative processes and allow for effective communication between the administrative staff and the principal.

## Strategic Direction 1

### Aspirational Teaching and Learning

#### Purpose

To develop a culture where teachers are committed to understanding and implementing evidenced based best practice in literacy and numeracy and where students are motivated to deliver their best and continually improve.

#### Improvement Measures

- Increase the number of students achieving at or above expected growth on Learning Progressions
- Increase in the number of students achieving at or above expected growth on internal performance measures
- Improved SENA results tracked in PLAN2
- Improved student reading levels

#### Progress towards achieving improvement measures

##### Process 1: Formative Assessment

- Embed a teaching and learning culture using effective formative assessment and feedback practices which enable students to set achievable learning goals

Evaluation	Funds Expended (Resources)
All teaching staff further developed knowledge of Formative Assessment. Classroom teacher used Formative Assessment strategies in their classroom. Students have begun to use self and peer assessment techniques reflect on own learning based on lesson criteria.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional Learning (\$1500.00)</li></ul>

##### Process 2: Data Informed Practices

- Develop teacher expertise in collecting, analysing and applying data, from a range of sources, enabling them to differentiate across the curriculum

Evaluation	Funds Expended (Resources)
Data has been collaboratively analysed to lead to authentic differentiation. and plan for student support in literacy and numeracy. Data has been utilised to guide staffing and programs for 2020.  Staff began development in the understanding of Learning Progressions.	

##### Process 3: Professional Learning

- Strategically targeted professional learning to develop pedagogical knowledge

Evaluation	Funds Expended (Resources)
Teacher professional learning delivered fortnightly by School Services Curriculum Advisors in Semester 2. Teaching staff engaged in regular targeted professional learning to develop the capabilities of teachers capabilities to use Formative Assessment strategies in classrooms.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$500.00)</li></ul>

#### Next Steps

In 2020 the staff will undertake professional learning with School Services Curriculum Advisors to develop staff skills in developing individual student learning goals using progressions to achieve enhanced outcomes for student learning.

## Strategic Direction 2

### Quality Systems and Processes

#### Purpose

To refine and create flexible and transparent administrative, communicative and procedural systems that will enhance the efficient delivery of high quality practice in all areas of school life.

#### Improvement Measures

- Improved Positive Behaviour for Learning data
- Increased parent satisfaction data
- Increase and sustained enrolments from 2019

#### Progress towards achieving improvement measures

##### Process 1: Positive Behaviour For Learning

- Professional Learning in PBL and a review of whole school welfare policy, focusing on behaviour management and social skills to enhance learning and engagement

Evaluation	Funds Expended (Resources)
<p>PBL has been implemented across the school – with a token and rewards system developed. Teachers took responsibility for developing a series of lessons delivered weekly. Lessons are revisited when a need arises. A behaviour recording system has been established. PBL signage is visible around the school and a dedicated PBL noticeboard is on the main verandah. Parent feedback survey indicated that more detailed communication around PBL in school newsletters is required. The staff and students demonstrated a strong understanding of PBL areas when surveyed by regional PBL mentor team.</p> <p>2019 yearly review showed a TFI growth (understanding and implementation index)from 7% to 47%.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Operational Funding (\$2200.00)</li></ul>

##### Process 2: Policies and Procedures Project

- A whole school approach to refine administrative and health and safety procedures and develop school policies to ensure efficient management and improved service delivery and customer (parent and/or student) experience

Evaluation	Funds Expended (Resources)
Dedicated administrative tasks assigned between School Office Manager and School Administrative Officer enabled greater streamlined office procedures.	

##### Process 3: Effective Communication and Promotion of the School

- Enhance and streamline communication with staff and parents
- Promote school within the wider community to increase and then sustain enrolments

Evaluation	Funds Expended (Resources)
<p>Newsletter distributed at the beginning of each month to advise school community of forthcoming programs and share learning and experiences of the previous month.</p> <p>School community surveyed on the viability of after school programs for students, playground development and PBL.</p> <p>Continued links with local preschools and daycare centres with visits to the</p>	

## Progress towards achieving improvement measures

school by early childhood students.

## Next Steps

To review and update PBL lesson plans, discipline policy and behaviour flowchart for the 2020 year. Promote and increase parent engagement with PBL processes in the school with more succinct communication.

Promote the school further in wider community to increase enrolments for 2021.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$1 690.00)</li> </ul>	Students of Aboriginal background were supported in Literacy and Numeracy by the Learning Support program within the classroom setting.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$16 460.00)</li> </ul>	Students Kindergarten to Year 2 were supported in reading, writing and numeracy throughout the year. The Learning Support teachers worked with students individually, in small groups and within the classroom alongside class teachers. The placement of students in the learning support program was regularly evaluated by the Learning Support Team.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$13 340.00)</li> </ul>	Funding enabled Teaching Principal additional release from face to face teaching for school planning and initiatives.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$620.00)</li> </ul>	Funding assisted school to enable all students to access school programs eg excursions and incursions.
<b>Targeted student support for refugees and new arrivals</b>	One day per week teacher allocation  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$21 344.00)</li> </ul>	Two students were well supported to progress in English language acquisition. Both students made strong literacy progress while being supported individually, in small groups and in the classroom.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	46	49	46	39
Girls	32	37	30	22

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.2	95	97.2	93.2
1	96.1	96.5	94.7	93.3
2	95.1	94.7	96	95.9
All Years	96.2	95.4	96	94.2

  

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
All Years	94.1	94.1	93.6	92.9

Student attendance at Taverners Hill continues to be above the state average.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.42
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.46

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

In 2019 Taverners Hill Infants staff had a continued focus on the use of Formative Assessment. Staff participated in fortnightly professional learning sessions with strategic support curriculum advisors to further develop staff knowledge and embed formative assessment practice in the classroom. Two staff members attended Dylan Wiliam's conference Embedding Formative Assessment.

In the first full year of Positive Behaviour for Learning implementation the staff refined their understandings of the process and practices for a successful implementation. The PBL co-ordinator attended regular training and shared with the staff at fortnightly PBL meetings. Two staff attended Reload training at the end of 2019 to enable transfer of the

co-ordinator role in 2020.

All teaching staff participated in professional learning relating to the updated Science and Technology syllabus. One staff member completed the second year of L3 professional development.



## 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 (\$)
<b>Opening Balance</b>	83,069
<b>Revenue</b>	890,747
Appropriation	834,675
Sale of Goods and Services	2,166
Grants and contributions	52,913
Investment income	794
Other revenue	200
<b>Expenses</b>	-766,648
Employee related	-695,110
Operating expenses	-71,538
<b>Surplus / deficit for the year</b>	124,099

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.

The Principal is responsible for the financial management of the school working collaboratively with the School Administrative Manager. The Principal and SAM worked with School Finance to develop the school budget.

School funding was utilised to fund staffing, professional learning, classroom resources, school maintenance and to establish the PBL program.

The school received funding from the Parents and Citizen's Association to employ a music teacher, student incursions and additional student literacy resources.

## 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 (\$)
<b>Targeted Total</b>	83,494
<b>Equity Total</b>	18,770
Equity - Aboriginal	1,690
Equity - Socio-economic	620
Equity - Language	0
Equity - Disability	16,460
<b>Base Total</b>	662,873
Base - Per Capita	17,833
Base - Location	0
Base - Other	645,041
<b>Other Total</b>	63,014
<b>Grand Total</b>	828,152

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.



## Parent/caregiver, student, teacher satisfaction

In 2019 the majority of the school community felt:

- they were well informed about school activities
- welcome in the school
- teachers had high expectations for children to succeed
- teachers show an interest in student learning
- children feel safe at school
- fair discipline exists at the school
- parents feel comfortable to contact the school to discuss their child's progress or concerns relating to their child.
- their child was valued and known by all staff



# 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.

The school works collaboratively with the families of our Aboriginal students to achieve positive outcomes. The whole school community acknowledged Reconciliation Week with classroom activities. An Aboriginal storyteller visited the school at the end of Term 2 in recognition of NAIDOC Week presenting a session to each class. One of our Aboriginal families was highly involved in our Aboriginal programs and worked closely with class teachers.

## 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.

Our staff Anti Racist Contact Officer updated their training in 2019. Information was published in the school newsletter to inform families of the role of the ARCO – to facilitate the complaints handling process and promote anti-racism education in the school. Visible signage is displayed in the school. Class programs support inclusive behaviour and harmony of all members of the school community. Harmony Day is celebrated annually at Taverners Hill Infants School.

## 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.

At Taverners Hill we celebrate the cultural diversity of our school community. New Arrivals Program funding was used to provide English Language teaching individually and to support the students within their class setting. Some library and literacy resources purchased promote multiculturalism. Class programs integrate multicultural learning. Specific units of work in History and Geography embrace learning of other cultures, customs and beliefs of Taverners Hill members and the broader community.