

# 2020 Annual Report

## Terara Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Terara Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Terara Public School

Terara Primary School

TERARA, 2540

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## School vision

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

## School context

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

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

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

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

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

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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>

## Strategic Direction 1

Quality teaching and learning

### Purpose

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

### Improvement Measures

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

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

### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• This year, the focus began to move away from writing, which we already saw an improvement in from NAPLAN 2019, to reading and numeracy.</li><li>• From analysing CARS comprehension data, 34% of students 3-6 are working significantly above grade level, 24% are working above grade level, 12% are working at grade level, 20% are working below grade level and 10% are working significantly below in their reading comprehension skills.</li><li>• Students report that they like how comprehension lessons involve explicit teaching of comprehension skills and that they enjoy completing lessons online. They particularly like the instant feedback that the platform provides as it supports independence in students of all levels. They also reported that it better prepared them for NAPLAN style assessments and PAT tests.</li><li>• Students were able to identify effective teaching strategies in teaching reading and mathematics, including explicit teaching on topics, technology where quality differentiated work can be set and instant feedback can be gained. Students also valued being able to use online learning platforms to complete unfinished work when they have the opportunity to (in class or at home), and that completing work at home with parental assistance was much easier with online platforms set to their individual learning level.</li><li>• Students also report thoroughly enjoying 7 Steps to Writing Success writing lessons and state that it has assisted them in enjoying writing and writing quality texts.</li><li>• Unfortunately due to disruptions from COVID-19, plans to train teachers in the "SoundsWrite" phonics program was unable to be delivered. However, to support explicit teaching of reading in K-2 in 2021, DoE endorsed phonics professional learning will be undertaken, as per the plan earlier this year. Infants teachers were able to participate in the Phonics Screening Check trial, where 79% of students were identified as "on track".</li><li>• To support explicit teaching of numeracy in K-6 in 2021, DoE endorsed numeracy professional learning will be undertaken, as per the plan earlier this year.</li><li>• CARS and STARS will continue in 2021 as it has direct links to improved comprehension skills</li><li>• PAT testing will continue so that we can continue to track our progress longitudinally</li></ul>	<ul style="list-style-type: none"><li>• Online learning platforms</li><li>• CARS and STARS online</li><li>• Mathletics</li><li>• Reading Eggs</li><li>• PAT tests</li><li>• Phonics Screening Check Trial</li></ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$2000.00)</li><li>• Socio-economic background (\$5116.00)</li></ul>

## Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• This year, the focus began to move away from formative assessment, which is already being implemented expertly by all teachers, to CESE's What Works Best 2020 Update evidence-based teaching document, which includes formative assessment.</li> <li>• Teachers were able to complete the formal training and professional dialogue where they reflected on their own evidence-based teachings, but the disruptions from the year and other school priorities prevented lesson observations and peer feedback/collaboration from happening. This will be pushed back into 2021.</li> </ul>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$2000.00)</li> </ul>

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• Feedback from parents from 2019 was that they had been given sufficient information and knowledge on the theories/models of learning and programs implemented by the school at the present time and they did not require additional information at that point.</li> <li>• Due to the turbulent nature of 2020 and the learning from home period that occurred, parents and caregivers were kept in constant communication through whole school meetings via Zoom and teacher/parent communication apps to ensure that they understood the educational expectations of all students and the educational teaching models that underpinned how our teachers structured their learning from home lessons.</li> <li>• Feedback from parents was that they greatly appreciated the support they received from our staff during this time, and that the explanation of the educational models assisted their understanding in how to best support their children.</li> <li>• Technology was further utilised to communicate and connect to the parents of our new Kindergarten class. A parent information session was held via Zoom and a professional video was developed by staff to show new students what a day in Kindergarten looked like at Terara Public School</li> <li>• Feedback was extremely positive from parents and students.</li> </ul>	

## Strategic Direction 2

Creative, inquiring and compassionate citizens

### Purpose

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

### Improvement Measures

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

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

### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• After evaluation and consultation with the school community, our "bring your own device" program, which successfully ran since 2017, officially ended as the school is now able to provide enough quality, reliable devices to support a 1:1 device for all students in 2021.</li><li>• Additional secure storage units were purchased to ensure all school technology could be charged safely and kept secure while at school.</li><li>• All staff and students are highly proficient in using the technology provided to them. Teachers are confident in using this technology to create highly engaging and differentiated learning, and students are confident in using this technology responsibly during class tasks. Focus groups of students conveyed that the differentiated lessons provided by teachers were not only more engaging, but were more challenging for their individual level. This level of confidence and competency allowed all students to remain engaged in challenging work set by their teachers during the learning from home period.</li><li>• All technology professional development was able to be run by expert teachers within the school. This included the use of Microsoft Teams, Google Classroom, making engaging videos for the learning at home period, and Minecraft in the classroom.</li></ul>	<ul style="list-style-type: none"><li>• PC LOCS Carrier 30 x 3 - \$5400</li><li>• Chromebooks x 10 - \$6000</li><li>• iPads x 20 - \$12000</li><li>• 5 75" Clevertouch panels - \$31250</li><li>• 2 x casual days - \$1000</li></ul>

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Due to the COVID-19 pandemic and the learning from home period, initial plans of implementing the "Be You" wellbeing program and assessing our own practices was put on hold until 2021 as staff needed to focus on the immediate wellbeing needs of their students.</li><li>• To meet the significant wellbeing needs of our returning students, the Smiling Minds program was implemented and additional counsellor time was provided for students in Stage 3.</li><li>• All staff participated in Smiling Minds training and were given a scope and sequence for best implementation practice. This will be implemented in 2021 and led by the Stage 3 teacher.</li></ul>	

## Progress towards achieving improvement measures

- The additional counsellor was invaluable to the recovery of our students struggling with poor mental health. Students enjoyed visiting her and regularly shared with other students about what they learned.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Kirli Saunders author visit</li> <li>• Mural painted in Indigenous garden</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$5 317.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Each class participated in a session with local Indigenous children's author, Kirli Saunders. Students were inspired by Kirli's unique creative process and the way she spoke about her Aboriginal culture. Students were also able to put her creative process into practice. As a result, all students were able to participate in a meaningful session that expanded their knowledge of Aboriginal culture and inspired their creativity.</li> <li>• To complete the Indigenous garden completed in 2019, a local Indigenous artist sourced through the AECG designed and painted a mural in the garden. The artist designed the mural specifically for our school and shared with it's meaning with our students. As a result, all students...</li> </ul>
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• Learning and Support Teacher withdrawal</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$1 288.00)</li> </ul>	<ul style="list-style-type: none"> <li>• All students who participated in the targeted withdrawal program showed sound progress, particularly in reading. They will, however, need further, ongoing support to achieve proficiency in English.</li> </ul>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Learning and Support Teacher withdrawal</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$33 545.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Students with identified learning needs in reading, writing and numeracy were given targeted support via withdrawal by the expert Learning and Support Teacher. The Learning and Support Teacher also worked with classroom teachers to support all students to further improve in reading, writing and numeracy. Data collected and student/teacher focus groups reflect the success of the program, with improvement evident in improved student outcomes.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$17 064.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year teachers participated in team teaching, demonstration lessons, lesson observations and collegial discussions. All staff stated that they found these beneficial for the improvement of their practice. This was hindered by the COVID-19 pandemic and the disruptions from the learning from home period, as staff needed to focus on the wellbeing of their students through this turbulent time.</li> </ul>
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Online literacy, numeracy and assessment platform subscriptions to support differentiated student growth and attainment</li> <li>• Speech pathologist providing screening and assessments for students and staff training to target identified student learning needs.</li> <li>• Upgraded technology to support student learning</li> <li>• Excursion subsidies</li> </ul> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$28 297.00)</li> </ul>	<ul style="list-style-type: none"> <li>• The online literacy, numeracy and assessment platforms allowed our teaching staff to deliver deep differentiated learning to all students within our school. Students focus groups expressed that they enjoyed working at their own pace with these platforms and that the differentiated learning provided them with an appropriate amount of challenge. Data from our online assessments support the growth prompted within these online assessment platforms and allow teachers to plan their learning progressions accordingly.</li> <li>• In Term 1, students participating in the Speech program were screened by the speech pathologist. This program needed to cease at the end of Term 1 due to the COVID-19 pandemic, and will be reevaluated</li> </ul>

<p><b>Socio-economic background</b></p>	<ul style="list-style-type: none"> <li>• Online literacy, numeracy and assessment platform subscriptions to support differentiated student growth and attainment</li> <li>• Speech pathologist providing screening and assessments for students and staff training to target identified student learning needs.</li> <li>• Upgraded technology to support student learning</li> <li>• Excursion subsidies</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$28 297.00)</li> </ul>	<p>in 2021.</p> <ul style="list-style-type: none"> <li>• Aging interactive whiteboard technology was upgraded with ultra high definition Interactive panels. Students expressed that they were able to engage easier with the new technology as they weren't distracted by the faults of the previous boards.</li> <li>• All families were given a subsidy on excursions that took place in Term 4. This included payment of hte buses as well as a subsidy on the cost of the event. This ensured that all students were able to participate in the excursions.</li> </ul>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	38	45	45	42
Girls	50	47	49	50

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.6	93.5	94	94.6
1	92.3	94.2	93.5	95.4
2	94.4	92.3	94.1	96.5
3	96.2	94.8	93.8	92
4	94.5	95.1	94.3	94.9
5	93.5	96.1	93.9	93
6	95.3	95.9	95.1	95.2
All Years	94.5	94.4	94	94.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.49
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	82,198
<b>Revenue</b>	1,144,549
Appropriation	1,127,774
Sale of Goods and Services	618
Grants and contributions	16,029
Investment income	128
<b>Expenses</b>	-1,153,159
Employee related	-988,411
Operating expenses	-164,748
<b>Surplus / deficit for the year</b>	-8,610
<b>Closing Balance</b>	73,588

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	171,631
<b>Equity Total</b>	68,447
Equity - Aboriginal	5,317
Equity - Socio-economic	28,297
Equity - Language	1,288
Equity - Disability	33,545
<b>Base Total</b>	803,601
Base - Per Capita	22,607
Base - Location	1,389
Base - Other	779,605
<b>Other Total</b>	69,620
<b>Grand Total</b>	1,113,299

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/Caregiver Satisfaction

Small focus group discussions with parents, including our P&C and parents phoned for a satisfaction survey, have indicated a high degree of satisfaction from our parents/caregivers and wider school community, particularly the high level of commitment and communication during the learning from home period. They stated that their children feel valued and cared for by our staff and students and that their children are able to articulate what they are learning and why it is important. They stated that although they want the school to continue to excel in the areas of student-focused learning, wellbeing and academic achievement, they want Terara Public School to offer more opportunities in sport, creative arts and Aboriginal education.

## Student Satisfaction

At the beginning of 2020, the March Tell Them From Me Student Surveys results scored above NSW Government School norms in areas including effective learning time, expectations for success, interest and motivation and sense of belonging. However, the follow up October survey after the learning from home period and prolonged COVID-19 restrictions showed a decline in all areas, particularly in sense of belonging and interest and motivation. Results showed that students still had a high sense of school pride and most students knew how to seek help in regards to their wellbeing if they needed it. Student focus groups from all classes stated they had a positive relationship with their teacher.

## Teacher Satisfaction

The 2020 Tell Them From Me Teacher Survey indicates that teacher satisfaction was on track with NSW Government School norms, within a broad range of areas surveyed.

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

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.