

# 2020 Annual Report

## Terranora Public School



TERRANORA  
PUBLIC SCHOOL  
CARE AND EXCELLENCE

3189

# Introduction

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

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

## School contact details

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Terranora Public School

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## School vision

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

## School context

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

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

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

## Self-assessment and school achievement

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

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

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Evidence based literacy instruction.

### Purpose

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

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

### Improvement Measures

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

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

### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>A whole school plan was developed and implemented providing consistent and explicit instruction for spelling from Kindergarten to Year 6. As a result all staff developed their capacity to deliver evidence based explicit literacy instruction, in particular in relation to spelling. This has resulted in a more consistent and systematic approach to the teaching of spelling and will continue to be implemented.</p> <p>All staff received professional learning in the use of online platforms to deliver writing lessons during home learning. Boost Groups were implemented in Term 1 until home learning began. Following COVID the teacher took on an early intervention role with a focus on supporting students in literacy instruction.</p> <p>All staff have been supported by leadership in the development of their capacity to interpret, analyse and use student performance data to plan for learning and identify skill gaps for student improvement. It is evident that this is an area that is in need of further development in the future.</p>	<p>Teacher for Boost Groups</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$13026.00)</li><li>• Aboriginal background loading (\$10000.00)</li></ul>

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

Evaluation	Funds Expended (Resources)
<p>A whole school plan has been developed and implemented providing consistent and explicit instruction for writing from Kindergarten to Year 6. All staff received professional learning around the Seven Steps writing program and in the use of online platforms to deliver writing lessons during home learning. All staff implement 'A Sentence a Day' program within their morning literacy session. A K-6 writing assessment schedule and supporting resources have been developed and successfully implemented. Staff feedback and student data obtained has revealed that 'A Sentence a Day' and a K-6 writing assessment schedule and supporting resources have been successful in improving student outcomes.</p>	<p>NIL</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>

## Strategic Direction 2

Collaborative teaching and learning

### Purpose

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

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

### Improvement Measures

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

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

### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Collegial Catch Up meetings were successfully established to create an explicit system for collaboration and feedback. This has provided all staff with the opportunity to reflect on their goals and on their own professional growth regarding the various topics discussed each week. Teachers shared analysis of data and discussed student achievement collaboratively. Teachers participated in lesson observations relating to their PDP goals. Teaching practice has improved with effective curriculum delivery as a result of consistent teacher judgement.	Meeting expenses <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$173.00)</li></ul>

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

Evaluation	Funds Expended (Resources)
All staff implemented stage based mathematics formative and summative assessments. The data was recorded and analysed to inform ability based groupings of students to improve teaching and learning and the achievement of student outcomes. Staff showed flexibility and resilience throughout the year in their response to the COVID-19 pandemic. Teacher collaboration increased through the development of teaching and learning strategies used for home learning. Collegial support around online teaching platforms such as Seesaw and Google Classroom was effective. All staff trialed various online mathematics programs and provided feedback regarding the success of the programs to the numeracy team. After reflection and consideration of the fact that a new mathematics syllabus is to be released in 2021 the numeracy team would like to continue exploring options regarding K-6 programming of mathematics.	NIL <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>

## Strategic Direction 3

Future Focused curriculum

### Purpose

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

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

### Improvement Measures

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

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

### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Great success has been achieved in this area. Planning began in early 2018 followed by the opening of the LOFT at the end of 2018. Staff have continually improved on and implemented a truly future focused, innovative and integrated ICT program. Students have proven they have developed deep knowledge and understanding of technology concepts delivered across K-6. Staff and students have been provided with appropriate resources and teaching and learning experiences that have given students the skills to be future focused learners.	Technology equipment including a drone, staff laptops, class set of iPads, iPad film kit, tripods  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>Operational Funding (\$27290.00)</li></ul>

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

Evaluation	Funds Expended (Resources)
The implementation of the new Science and Technology syllabus and scope and sequence has been successful. With a focus on digital technologies and design and production, all students K-6 have had access to all aspects of the new syllabus. Teacher feedback has indicated that students are becoming more confident with using digital technologies across the curriculum and across many KLA's. Design and production has been a prominent feature of student learning.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>NIL (\$0.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	SBAR \$16,649	Staff member employed 2 days/week to meet needs of Aboriginal students. PLPs developed and implemented by class teachers. Home Learning commenced due to Covid throughout Term 2 and into Term 3. During this time staff made frequent contact with students and families. Support was provided digitally. Staff member employed to analyse data in Scout. The evidence and findings were used to develop and implement small group sessions to focus on premieres targets.
<b>Low level adjustment for disability</b>	SBAR Staffing \$65,630 Flexible \$33,438	All class teachers complete class adjustment register, IEP and PLPs. Student Learning Support Officers, LaST teacher (3 days/week), cadets and occupational therapist employed to support targeted students in the classroom and the playground. Extra class created to support student learning.
<b>Quality Teaching, Successful Students (QTSS)</b>	SBAR \$77,116	Staff participate in collegial feedback opportunities to improve practice. Intervention is provided for Kindergarten students through employment of LaST and cadets. Professional learning around Learning Walks was provided to all staff. Staff volunteered to then participate in the first round of Learning Walks. This included time for discussion and feedback and is to continue in 2021.
<b>Socio-economic background</b>	SBAR \$42,658	Occupational Therapist employed 2 days/week to work with students to develop gross and fine motor development and to build knowledge of staff in how to best support students in these areas. Assistant Principals released to work with stage groups to develop staff capability in how to best support students. LaST to assess and work with students who require additional support.
<b>Support for beginning teachers</b>	Total \$11,217	Ongoing support and professional learning has been provided for beginning teacher. This includes employing casual teachers for beginning teacher to participate in observations of teachers' lessons, receive feedback based on observations, plan quality lessons with mentor teacher, engage in collaborative practices and compile evidence to achieve mandatory accreditation.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	231	228	220	211
Girls	222	218	198	189

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.7	94.2	94.9	93.3
1	94.5	92.7	93.9	94.3
2	93.7	94.6	93.5	93.4
3	94.1	93.2	94.1	94.6
4	93.8	92.4	95	93.9
5	93.9	94.1	92.8	92.8
6	94	91.4	93.2	90.3
All Years	94.1	93.2	93.9	93.3
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
Assistant Principal(s)	4
Classroom Teacher(s)	14.08
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	3.42

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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>	511,930
<b>Revenue</b>	3,707,902
Appropriation	3,555,998
Sale of Goods and Services	2,418
Grants and contributions	148,669
Investment income	817
<b>Expenses</b>	-3,900,140
Employee related	-3,271,616
Operating expenses	-628,524
<b>Surplus / deficit for the year</b>	-192,238
<b>Closing Balance</b>	319,692

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>	234,291
<b>Equity Total</b>	162,669
Equity - Aboriginal	16,649
Equity - Socio-economic	42,658
Equity - Language	4,293
Equity - Disability	99,069
<b>Base Total</b>	2,872,201
Base - Per Capita	100,531
Base - Location	0
Base - Other	2,771,671
<b>Other Total</b>	220,306
<b>Grand Total</b>	3,489,468

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, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2020, Terranora Public School sought the opinions from parents/carers, students and staff through the Performance and Development Process, surveys, conversations, P & C feedback, student forums and focused questions.

Data collected revealed that most parents believe the school is welcoming, inclusive and supports positive behaviour and learning. Data also indicated that staff work with school leaders to create a safe and orderly school environment. The learning culture of the school sets high expectations for student learning. Staff are committed to providing the students with extensive opportunities to use various technologies for participating in high quality teaching and learning programs.

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

# 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.