

# 2020 Annual Report

Terrey Hills Public School



# TERREY HILLS

PUBLIC SCHOOL

3190

# Introduction

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

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

## School contact details

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## Message from the principal

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Congratulations to our students on an outstanding 2020 year despite the intervention of COVID restrictions. Their achievements even after working from home for a large proportion of the year are to be celebrated. This year, our teachers focused on developing expertise in remote learning by completing a vast amount of professional learning on building their skills, understanding and knowledge to be able to effectively provide excellent teaching and learning programs and activities for our students. Quality and explicit teaching has continued as a focus to ensure consistent and measurable growth in both literacy, numeracy and across all key learning areas.

As I reflect on the year that has passed, I must commend the dedicated teachers, executive, administrative and support staff who were supported by the commitment parents and P&C executive. Strong and collaborative partnerships in learning underpin a great school. Our students are indeed very fortunate to be part of such an amazing school community.

Our students show optimism, respect and kindness. They value the opportunity to serve others and participate in school life through the many and varied options available to them. Their concern and care for one another and for those less fortunate is admirable. Our school expectations of *Respect*, *Responsibility* and *Learning*, are continually reinforced in the classroom and playground.

Our students are learning to persevere in the face of challenges and mistakes. They are learning that effort is an important part of learning, they listen to and are interested in feedback, they see mistakes as an integral part of the learning process and are inspired by the success of others.

We have worked solidly to ensure scope and sequences of learning and teaching programs support the big ideas in syllabus documents and to ensure formative assessment practices are embedded in a way that makes learning visible to both teachers and students. All teachers are fostering students' understanding of what they are learning, why the learning is important, where that learning fits into the learning trajectory, how they are going with that learning, what they can do to get better and what the next steps in their learning will be.

A strong partnership exists between parents, the school and the wider community. The school very much appreciates the support of the whole community. Parents and the wider community are involved in P&C, sporting activities, assistance in classrooms and canteen, purchase of uniforms, fund raising, scripture, ethics classes and library. Our parents and community members are prepared to give their time at a range of school events both inside and outside of school times.

## Message from the school community

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The Terrey Hills Public School Parents & Citizens Association is a committed group that is dedicated to supporting our local school here in Terrey Hills.

The relationship between the school and our P&C is positive and works in collaboratively to achieve the best outcomes to support the children's educational and learning needs as well as foster a community spirit between the school and families. 2020 was a particularly challenging year for everyone, we had the welcome picnic in early March when the world still seemed normal and within a matter of days everything was shut down, kids were sent home and many of us found the juggle of working, parenting and home schooling our kids a whole new challenge. I'd like to thank Adrienne and the executive team at Terrey Hills for their focus on the welfare and support of the students and the community at that time and the continued support of the P&C through last year. Despite 2020 being an unusual year, the P&C continued and the sub committees- Canteen, Events and Uniform Shop still delivered a strong profit, the details of which Stephen will discuss in his report.

Through these profits and the strong financial position of the P&C over \$60,000 was able to be donated back to the school in 2020; some of these items included:

- Significant Chromebook purchase
- Furniture to furnish the new collaborative learning space

Contribution to support funding for an additional School Learning Support Officer

I'd like to take the opportunity to thank the P&C Exec and Sub-Committees for 2020 as well as welcome those members for the upcoming year. Kay Worrell who was VP and acted as President in the later part of 2020 has now exited the school, however made a significant contribution during her time at THPS and as a member of the P&C. She personally spent quite a bit of time with me to ensure a smooth handover of information and responsibilities and I thank her for that. Stephen Friesenecker & Kelly Bilton, who are Treasurer and Secretary respectively, thank you for your efforts over the past year - particularly continuing to manage the P&C when meetings needed to be moved to zoom and the challenges that faced our various committees as a result.

As for the committees: Thank you to Amanda Young, who leads the canteen committee and all the volunteers who have assisted throughout the year.

Thank you also to Cori, who is a very dedicated and enthusiastic employee of the canteen - we could not do it without her, and we appreciate her dedication and passion for the canteen and the kids at THPS.

Thanks to the Event Committee led by Louise Eckersley and Belinda Jarvis, 2020 was particularly challenging for events with the major fundraiser not being able to proceed and any social events cancelled. Despite this, the committee was able to be creative and look for new fundraising opportunities such as the colour run, which was a huge success as well as regular events which were able to proceed such as the Disco, which as the Halloween Disco was very popular, the Father's day stall and events to involve the parents such as the cyber security webinar.

Thank you to Andrea Whitlock and her committee of uniform shop volunteers. The uniform shop continues to be a very steady stream of income for the P&C and we appreciate your dedication, particularly in these first few weeks of school! It is noted that this will be Andrea's last year leading the Uniform Shop Committee and advertising for her replacement is currently underway.

To all the P&C association members- thank you for the personal contributions and efforts over the past year and your attendance either in person or over zoom. Whilst the ability to volunteer in the school was limited in 2020, we thank those who could/ were able to and we look forward to welcoming more volunteers around the school this year.

Thank you as well to Adrienne and the Executive Team and all staff of Terrey Hills Public School for your support and contribution to the P&C, it is very much appreciated.

I would like to take a moment to encourage all parents to become involved with the Terrey Hills Public School P&C and after a year of limited involvement within the school and even socially, this year presents a great opportunity for everyone to get involved, even if it's just doing one shift in the canteen, helping to organise one event, etc. By working together, we can make a difference to our children's school experience while also making strong community connections along the way.

Thank you, Christy Moses

## School vision

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

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

## School context

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

In 2020, students from language backgrounds other than English make up around 18% of the school population.

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

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

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

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

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
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	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

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

#### Improvement Measures

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

Teaching and learning programs show differentiation.

All staff participate in regular, reflective professional learning.

#### Overall summary of progress

Terrey Hills achieved strong results in 2019 which has been reflected in 2020 through in the continued high levels of engagement of students in their classrooms. A range of data has been critically analysed throughout the 2020 which has aligned with the whole school PDP goal supporting differentiation in all classrooms for students of all abilities. School executive have maintained a very high level of supervision to meet our performance guidelines to ensure all staff and classrooms are producing a consistent quality of teaching.

Some of the key aspects of this are:

- Strengthening of CTJ (Consistency of Teacher Judgement) as a result of ongoing stage discussion around student work samples and refining of writing rubrics.
- Writing rubrics are being refined using the Literacy progressions to help with differentiation.

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>The continuation of K-6 writing tasks were delivered, analysed through moderation of work samples and professional dialogue to determine where to next for individual students as well as groups of students. Through assessment data and consistent teacher judgement we were able to critically reflected on:</p> <ul style="list-style-type: none"><li>• who are our target students,</li><li>• what is required for students to improve and achieve their goals and</li><li>• how we programmed for writing.</li></ul> <p>High performing students were identified across the school in both literacy and numeracy. Provisions were made through the learning and support program to employ and 'Enrichment Teacher' to work collaboratively with class teachers to provide extra literacy experiences including debating and public speaking and participation in the Maths Olympiads.</p> <p>Staff have implemented a greater variety of formative assessment practices to inform their teaching, adapt their practice and meet the needs of students.</p>	<p>Socio Economic Background \$6 307</p> <p>Professional learning \$8 000</p> <p>Literacy and Numeracy Intervention \$10 000</p> <p>Classroom Teacher (CT) is employed one day per week (high potential /gifted students - HPGE) implementing individual plans and working with classroom teachers to improve student outcomes.</p>

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

Evaluation	Funds Expended (Resources)
<p>All staff engaged in Centre for Education Statistics and Evaluation (CESE) professional learning connecting educational theory and research. The 'What</p>	<p>Data tracking excel sheets shared on staff server.</p>

## Progress towards achieving improvement measures

Works Best- Evidence-based practices to help improve NSW student performance' professional learning and What Works Best reflection guide. professional learning focused on the themes of high expectations, explicit teaching, effective feedback, use of data to inform practice, classroom management, wellbeing, collaboration.

Teachers worked collaboratively through the modules to reflect on their individual teaching strategies and to evaluate their own practice.

Data literacy skills are being developed as teachers access and engage in professional learning in the analysis, interpretation and use of student progress and achievement data.

The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.

Data tracking sheets have been introduced to enable clear and accurate analysis of student progress and achievement data.

Professional Learning - \$14 000

## Next Steps

All teachers will use Literacy and Numeracy progressions to track student progress at least twice a term. All programs Years 1-6 reflect the Super Six comprehension strategies and Seven Steps of Writing in their programs.

PDPs will reflect and show evidence of teachers building a greater understanding and ability to use quality data to inform their teaching practice for improved student outcomes in literacy and numeracy programs.

Professional learning to focus on building teacher understanding of Numeracy Progressions and Numeracy Building Leadership strategies to increase number of students demonstrating expected growth in the top 2 NAPLAN bands.

Teachers use student data to inform their teaching to use explicit teaching strategies, evidenced by reflective practice.

Targeted Literacy and Numeracy professional learning to develop and sustain evidence-based practices to strengthen student growth, using the IL program, Focus on Reading, Seven steps for Writing, Super Six Comprehension strategies, K-6 Effective Spelling, Building Number Talks.

Through out the year school will engage in:

### **Process evaluation**

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

### **Outcome evaluation**

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

## Strategic Direction 2

### Engaging Learners for the Future

#### Purpose

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

#### Improvement Measures

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

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

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>All staff have developed a shared responsibility and accountability in knowing every learner. They are able to effectively plan for learning from every student's point of need. Staff have developed a collective capacity to differentiate and improve student learning and achieve student success.</p> <p>In 2020 funding was used to employ a 0.2 Enrichment Teacher to focus on our HPGE (High Potential / Gifted Education) students, providing explicit teaching in implementing critical and creative thinking strategies in writing and mathematics. Classroom teachers also used data to program more challenging targeted learning experiences for the identified students resulting in greater engagement, attainment and growth.</p> <p>Terrey Hills has successfully implemented a number of processes to support all staff to develop their individual Quality Teaching skills. Mentoring processes have been developed and collaboration is evident across the entire school. Staff have reported increased confidence in implementing individual quality teaching practices across the school. School data has shown positive growth in key areas which supports strategies put in place throughout the year.</p> <p>The Leadership Team established a collaborative learning community within the school and with St Ives Park PS to further provide opportunities for all teaching staff to undertake focused lesson observations of peers to share and develop teaching and learning practices. The Leadership Team monitored the processes, which included scheduled lesson observations by executive staff of all teachers, to measure the impact of the collaborative processes on teacher classroom delivery and student's learning experiences.</p>	<p>To consolidate our digital learning programs, new chrome books for all Year 5 and 6 have been purchased, also allowing students in Stage 2 (Years 3 and 4) to now acquire their own chrome book. \$37 112</p> <p>Outdoor furniture has also been purchased to cater for more outdoor learning experiences.</p>

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

Evaluation	Funds Expended (Resources)
<p>During COVID-19 all staff were supported with professional learning through the DoE learning on demand Professional Learning (PL) models in curriculum and technology; beginning teachers school and network based PL; DoE COVID-19 platform for school resources and a PL for SASS staff. Staff across all areas of the school were intrinsically motivated to engage in PL relevant to their roles.</p> <p>Excluding the GA, 100% of staff engaged in differentiated PL. All staff willingly engaged in reflection of how the remote learning experience impacted upon their teaching practices and what, moving forward, needs to</p>	<p>Professional learning \$2 000</p> <p>Literacy and Numeracy \$8 000</p> <p>Quality Teaching, Successful Students (QTSS) (\$20 000)</p>



## Progress towards achieving improvement measures

go/stay/change to improve student wellbeing and learning outcomes. Teachers exposed to meaningful CESE research which is increasing their collective understanding of the 'why' behind quality teacher feedback. All teachers use '2 stars and a wish' FA strategy in writing.

Explicit systems that facilitate professional dialogue, collaboration, classroom observation, modelling of effective classroom practice and the provision of explicit and timely feedback are evident. There has been an improvement in teaching practice and student results in writing. Feedback from observation sessions has allowed staff to refine teaching and learning sequences to engage all students. Collaborative discussion at stage/ grade meetings has provided insight into how different strategies are being used to engage learners and implement innovative teaching practices. K-6 teaching teams have developed assessment tasks to ensure consistent teacher judgement across grades.

## Next Steps

Teacher knowledge of the ACARA General Capabilities linked to the NSW and Australian curriculum to be developed through professional learning by Instructional leaders using QTSS staffing formula.

Staff still use the seven dispositions of being open minded, flexible, being a risk taker, being resourceful, curious, persistent and reflective when supporting students with their learning, focusing on students developing their Personal and Social Capability. The Digital Literacy program will focus on creative and critical thinking.

Professional Development on Visible Learning and formative assessment will be ongoing to assist teachers and students with formative assessment, feedback and the teaching and learning cycle.

Through out the year school will engage in :

### **Process evaluation**

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

### **Outcome evaluation**

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

### Strategic Direction 3

Wellbeing for students and the community

#### Purpose

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

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

#### Improvement Measures

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

Increase use of and reflection of personal students goals.

#### Overall summary of progress

Through effective communication and collaboration we have been able to enhance positive and respectful relationships across the school community and established clear communication channels that encouraged high levels of parental and community engagement. There has been an effective whole school approach to improving service delivery and customer service. The school has implemented various initiatives that have improved communication across the school and connection with the community. The school has systems and processes in place to provide regular and ongoing feedback to the community about past and upcoming events.

Parent survey results indicated that 95% of families subscribed to our newsletters and notifications and had downloaded the App to access all communication. School image has also been a focus throughout the year. We streamlined and improved our methods of visual communication to ensure that we defined and developed our school identity. Creating an effective environment for learning continued to be a focus throughout the year. Students, staff and the community recognise that positive wellbeing and engagement are important conditions for learning. The success of this whole school approach to wellbeing and engagement is reflected in the results of the Tell them From Me surveys, with 92% of students having a Positive Sense of Belonging. Positive, respectful relationships are evident among students and staff and continue to promote student wellbeing to ensure optimum conditions for student learning across the school.

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>Students' voice was heard via a range of matters addressed by the SRC. These included fundraising for charity, playground mentoring and reviewing the school discipline and anti-bullying processes.</p> <p>Our school enjoys extremely positive formal and anecdotal feedback from parents regarding a range of school activities. Parents have played important roles in organising and participating in specific programs. Attendance at special events is high, and parents regularly interact with staff to contribute to their children's educational progress. Communication via Seesaw, THPS School App and email have continued to increase.</p> <p>Our school communication procedures and protocols across the school and community have been revitalised and strengthened. There is a strong link across the school of communication procedures to ensure all staff are informed of weekly and daily information. The school has built up a strong communication to parents through a variety of platforms such as School Website, Seesaw, the School App and email to keep parents and carers well informed about upcoming events and current information. Community feedback received following school tours at the Kindergarten Orientation suggested the school was "very welcoming" and had a friendly feel about it.</p>	

## Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>Due to the COVID -19 situation, teachers needed to increase their technology skills exponentially. This required support with mentoring and coaching programs which were diligently set up for this period and beyond. This not only produced support for teachers but gave other teachers leadership opportunities.</p> <p>Surveys show students and teachers know processes of anti bullying strategies, resilience and mindfulness. Due to COVID-19 parent workshops were paused. SRC initiatives included improved sustainability practices.</p> <p>Student capacity is being strengthened by all the PBEL programs and SRC initiatives. PBEL is being embedded in the school in classrooms, playgrounds and in all areas of the school. Bounce Back strategies require further consolidation to enable effective partnerships with staff and parents. Mindfulness and growth mindset were introduced for students and staff to access more strategies to improve wellbeing and their own capacity.</p>	Nil resources

## Next Steps

Continue to strengthen teacher and student capacity, by maximising the effect of a collaborative and supported environment that ensures strong wellbeing in partnership with parents and the wider community. All teachers will increase collective teacher efficacy to improve student outcomes and will be supported by the guidance of the Learning and Support Programs to ensure equity access for all students. Researched Programs including Positive Behaviour Engaging Learners (PBEL), Bounce Back, Mindfulness, Leadership programs for students, Anti Bullying, Cyber Safety and Growth Mindset will support strong wellbeing. Staff will be supported with Accreditation, Leadership programs, Principal Credential programs, Highly Accomplished programs, Mentoring and Coaching, Behaviour Management TPL, NSW Education Standards Authority Registration requirements, Professional Standards and School Excellence Framework.

Through out the year school will engage in :

### **Process evaluation**

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

### **Outcome evaluation**

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

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	<p>Teacher allocation of .4 for Learning and Support needs.</p> <p>Four part time Student Learning and Support Officers (SLSOs) were employed to work with targeted students under the guidance of Learning and Support Teacher to improve student learning outcomes.</p> <p>Flexible funding of \$16 528 was used for additional support and resources for students.</p> <p>\$43 754 was implemented for integration support and \$1 400 for OoHC funds to assist a student.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$43 754.00)</li> </ul>	<p>Students requiring learning and support adjustments and accommodations were catered for within class programs and through the Learning and Support Team. Teacher knowledge of the Learning and Support progress was improved through a review of procedural practices. The Learning Support Team met regularly to monitor targeted students. The Learning and Support Team analysed data from NAPLAN, Best Start and other measures to prioritise support. Review Meetings were conducted with parents, carers and specialist support personnel to discuss Personalised Learning Plans and learning goals.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Salaries for release of staff to support learning programs, release of executive staff to mentor teachers.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$43 097.00)</li> </ul>	<p>This initiative provided an additional staffing resource allocation to support all teachers in Literacy and Writing. This involved using a member of staff to act as a teacher/ mentor across Years K-6 throughout 2020. The Literacy program was implemented after the collection and analysis of student data to assess students' skills and needs in Literacy with emphasis on spelling, vocabulary and grammar to effect improvement in writing. QTSS funding also provided the school with additional release time for members of the school leadership team to support their team members through coaching and co-teaching approaches.</p>
<b>Support for beginning teachers</b>	<p>NESA lesson observation templates, accreditation mentoring document, individual lesson mentoring feedback.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$24 328.00)</li> </ul>	<p>The instructional leader has facilitated the unpacking of the accreditation process including standard 2 and the evidence required for each standard. The focus for a lesson observation was discussed, implemented and feedback given by their supervisor. This will be one piece of evidence towards standard 1 of their accreditation report and is a NESA requirement.</p> <p>The beginning teachers are being guided to increase their understanding of the accreditation process and individual support will be differentiated to suit individual needs. This has included standard 2. In Semester 2 this will continue to be a focus.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	132	130	129	129
Girls	117	113	107	108

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.2	94	96.4	96.3
1	95.7	95.8	94.9	95.2
2	97.1	95.5	95.9	92.8
3	95.9	96.1	95.4	96.1
4	96	93.3	95.6	95.7
5	95.7	95.7	93.6	95.6
6	93.8	93.8	94.7	94
All Years	95.8	95	95.2	95.1
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)	8.21
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.42

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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>	452,955
<b>Revenue</b>	2,864,545
Appropriation	2,620,620
Sale of Goods and Services	2,301
Grants and contributions	240,019
Investment income	1,605
<b>Expenses</b>	-2,839,586
Employee related	-2,641,993
Operating expenses	-197,593
<b>Surplus / deficit for the year</b>	24,959
<b>Closing Balance</b>	477,914

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>	16,528
<b>Equity Total</b>	77,205
Equity - Aboriginal	1,400
Equity - Socio-economic	6,307
Equity - Language	10,282
Equity - Disability	59,216
<b>Base Total</b>	1,918,447
Base - Per Capita	56,759
Base - Location	0
Base - Other	1,861,688
<b>Other Total</b>	380,466
<b>Grand Total</b>	2,392,645

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.

Due to the impact of COVID our school participated in the CHECK IN program as NAPLAN did not take place. Teachers found the ability to access student results quickly most beneficial and the data most useful in their teaching learning programs. In 2021 our year 4 and 6 students will have the ability to participate in the CHECK IN assessments which will give teachers the ability to track student growth

## Parent/caregiver, student, teacher satisfaction

Terrey Public School continues to enjoy a positive relationship with parents and the broader community. Ongoing feedback from parents, community members, staff and students highlight that there are high levels of satisfaction within our school. Student satisfaction is always prioritised as important feedback used by the school executive for school planning. Parents/carers were invited to provide feedback via Tell Them From Me in 2020. Fewer than 15% of parents/carers participated.

As part of our School Improvement Planning parents were also surveyed by the school with a 80% participation rate. Results from the School Survey were 95% of parents strongly agreed/agreed the school set high standards for teaching and learning and 85% felt that there was a strong focus on Literacy and Numeracy. Another item in the survey focused on parents feeling welcomed at our school. 95% of respondents strongly agreed/agreed that they felt welcomed. In a third item included in the survey, over 80% of our respondents believed that the communication and management practices at the school were extremely effective.

75% of parents strongly agreed/agreed that their child was always or mostly challenged in their learning, with 10% reporting disagree and 15% not sure. Student engagement is an attitude toward learning, working with others and a sense of belonging. Engagement and learning therefore go hand in hand: engagement advances learning and learning advances engagement which begin from the early years of schooling.

At Terrey Hills 96 students in Years 4-6 completed the Tell Them From Me survey. 96% of students felt they had positive relationships at school and 81% of students had a sense of belonging despite the influences of lock downs. 95% of students valued school outcomes and 95% saw the school as having students with positive behaviour. 85% of students felt they were given high-quality instruction and 90% felt they gave a high level of effort to school activities. In the domains of quality instruction, teacher-student relations, classroom learning climate and teacher expectations, students scored above the NSW Government norm in all four areas. High levels of positive anecdotal feedback throughout 2020, combined with low levels of concerns, can be attributed to a better understanding of the high levels of teacher engagement in student learning through the online learning bought about by COVID.

Staff were surveyed anonymously to ascertain their perceptions of programs and school climate. Results indicated that communication, professional learning, having an effective Learning Support Team, literacy and numeracy whole grade sessions, providing a wide range of extracurricular activities and the recognition of students all contribute to a positive school culture. When identifying areas requiring further improvement, staff indicated that interruptions need to be kept to a minimum, having an Instructional Leader in the classrooms to mentor and develop explicit teaching would benefit staff and students.

# 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.