

Taren Point Public School

2019 Annual Report



3168

Introduction

The Annual Report for 2019 is provided to the community of Taren Point 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.

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School background

School vision statement

At Taren Point Public School we believe in creating an environment that is engaging, inclusive and nurturing to develop safe, respectful learners. We aim to inspire students to develop a passion for learning and actively strive for success in all endeavours. We are committed to ensuring all students become successful, confident and creative lifelong learners.

School context

Taren Point Public School operates in a culture of inclusiveness, where strong student welfare programs and an inherent feeling of partnership within the school community, creates a dynamic and caring environment conducive to student learning. 49% of our students have a Language Background other than English, and we are proud that our school is both culturally sensitive and responsive to student and community needs.

The staff of Taren Point is experienced, talented and committed to providing quality educational programs which meet student needs and develop the talents of each individual child. Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students.

The Parent and Citizens Association actively supports school initiatives through regular promotions, fundraising events and community occasions that benefit the whole school. At Taren Point Public School we are proud to call ourselves a "Community School" and encourage genuine partnerships in learning.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Teaching and Learning

Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated, enabling students to become self-directed learners.

Improvement Measures

Increased proportion of students achieving expected growth in literacy and numeracy.

Staff integrate formative assessment techniques into their teaching practice measured through teacher programs, classroom observations and student work samples.

Increased opportunities for students to participate in learning that facilitate their skills to think critically and creatively.

Progress towards achieving improvement measures

Process 1: Formative Assessment

Implement formative assessment strategies using data, evidence and quality assessment tasks to inform teaching programs and the collaborative planning of learning goals for all students.

Evaluation	Funds Expended (Resources)
Is the focus on every teacher applying effective FA strategies?	In school professional learning
Is the common language of FA used across the school? FA strategies like Learning Intentions and Success Criteria are evident in teaching and learning activities. Staff members use these to introduce lessons and refer students back to them during tasks. LISC can be found in all classes across the school	Casual days for planning

Process 2: Data and Assessment

Learning is data driven and based on assessment and learning progressions to enable differentiation and targeted teaching experiences in which all students are highly engaged.

Evaluation	Funds Expended (Resources)
How is data collected and analysed to monitor student learning progress?	Professional learning sessions
As a result of the collected data, how are students supported?	casual teachers employed to allow for observations and planning
Data is entered successfully throughout the semester and reviewed by staff to determine "where to next" for students. This is discussed during PL sessions and LST meetings. Professional sharing of experiences and observations as well as assessment and planning proformas.	

Process 3: Professional Learning

Implement professional learning to develop skills and knowledge of literacy and numeracy teaching practices and the teaching of critical and creative thinking skills.

Evaluation	Funds Expended (Resources)
Has the planned PL been effective to enhance literacy and numeracy teaching practices?	Professional learning sessions
How has Critical and Creative thinking been implemented?	Planning time allocated to staff

Progress towards achieving improvement measures

Explicit PL on teaching comprehension strategies have been implemented across the school. The teaching of the 7 Dispositions has promoted critical and creative thinking amongst the students.

observation schedule

Strategic Direction 2

Wellbeing and Community Connections

Purpose

To establish a culture of engagement, collaborative learning processes and facilitating meaningful partnerships with the wider community that result in positive academic and wellbeing outcomes for students.

Improvement Measures

Improved levels of student wellbeing and engagement.

Increased levels of connectedness and participation in school decision making by students, staff and community

Progress towards achieving improvement measures

Process 1: Wellbeing

Implement a whole school approach to student wellbeing in which students can connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
The Smiling Mind mindfulness curriculum was implement across the whole school, led by the learning and support teacher and the school chaplain. All students have shown Increased engagement and improved wellbeing.	Casual teacher employed 1 day per term to allow for collaborative planning Professional learning sessions

Process 2: Community Connections

Collaborative partnerships are built with parents, communities and other organisations to support and develop students in our school community.

Evaluation	Funds Expended (Resources)
Has there been increased engagement of fathers and male role models within the community through meeting attendance and social events? Has there been in increase in number parents completing school survey? Do parents feel more informed at the school? Through the use of social media and electronic communication methods, parents are better informed about the happenings at school. There has been an increase in the number fo fathers/ male role models present at school functions.	Fathering project events Catering provided at school events Use of social media and electronic communication platforms

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$693.00) 	Personalised Learning Plans (PLP's) were reviewed and updated in consultation with the student and parents. Personalised goals were established and progress towards achievement was monitored.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$8 762.00) 	Students were identified by class teachers for individual and target group instruction. Students demonstrated literacy growth as evidenced by assessments and progress on the literacy continuum.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$44 988.00) 	Individual Learning Plans (ILP's) reviewed and students progress monitored. Both in class and individualised support was provided to students with Learning and Support Teacher intervention and work with School Learning Support Officers.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$15 474.00) 	Staff used the allocation to observe colleagues teaching in their class to aid with the ongoing improvement of teacher quality across the entire school
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$7 593.00) 	Socio-economic background funding is used by the school to support students and families, identified by staff, through targeted learning and support and financial support ensuring educational equity and inclusion.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	46	44	49	46
Girls	41	40	38	37

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.4	94.1	96.4	93
1	96	94	94.6	94.6
2	96.3	97.5	94.9	95.6
3	93.4	93.6	96.1	89.9
4	91.4	90.9	91.9	97
5	93	93.4	92.4	91.3
6	92.7	89	89.5	90.3
All Years	94	93.5	93.8	93.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.48
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	94,672
Revenue	1,156,986
Appropriation	1,027,336
Sale of Goods and Services	-160
Grants and contributions	128,458
Investment income	1,351
Expenses	-1,150,171
Employee related	-956,608
Operating expenses	-193,564
Surplus / deficit for the year	6,815

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	77,964
Equity Total	62,036
Equity - Aboriginal	693
Equity - Socio-economic	7,593
Equity - Language	8,762
Equity - Disability	44,988
Base Total	793,966
Base - Per Capita	20,414
Base - Location	0
Base - Other	773,553
Other Total	38,145
Grand Total	972,111

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Students, teachers and parents were invited to participate in the Tell Them From Me survey during 2019. The survey was completed by students in Years 4, 5 and 6, and 18 parents completed the survey.

Data results from the student survey.

84% of students feel accepted and valued by their peers and by others at their school.

88% of students have friends at school they can trust and who encourage them to make positive choices.

91% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

91% of students try hard to succeed in their learning.

77% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

82% of students feel teachers are responsive to their needs and encourage independence with a democratic approach.

Data results from the parent survey.

97% of parents feel welcome when they visit school.

82% of parents feel informed about their child's progress at school.

82% of parents spoke to their child's teacher 2 or more times a year about their learning.

82% of parents attended at least 2 meetings throughout the year.

77% of parents felt that teachers have a high expectation for their child to succeed.

93% of parents believe that their child feels safe at school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.