Terara Public School
Annual School Report 2013
**Principal’s message**

Each and every one of our students must be congratulated on their great successes throughout 2013. We know that students come to school with different skills, attitudes, behaviours and experiences and while they all progress at different levels this year they have all certainly achieved, academically, socially and behaviourally. Our group of busy kindergarten students have made a fantastic start to school life and have achieved excellent results in our highly successful L3 literacy program. Similarly our Year 6 students have done a superb job leading our school.

I believe one of the best things about our school is that while we’ve got a big focus on literacy and numeracy we also have a very strong emphasis on ongoing values education and I thank the teachers and support staff for playing such a huge role in the lives of our students.

Finally as a big believer that it takes a village to raise a child, I strongly value the support the school receives from the parents, family members and members of the community. Thank you to everyone who has assisted throughout the year and help foster the supportive culture that we know makes good, well mannered, high achieving and well-adjusted children.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

**Rod White**

**Principal**

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**P & C message**

Another 12 months has passed with the Terara P&C committee accomplishing many jobs. I would like to take this time to personally thank the team that has been with me throughout this 12 month period - Vice President Mrs Sue Crawford who also is the Uniform Co-Ordinator, her tireless work sometimes goes unmentioned, thank you Sue for your commitment to our lovely School.

Treasurer, Mrs Trudi Langford has had a productive year fine tuning this role. Trudi thank you for your professional ethic, the families of the school are very grateful.

Mrs Cindy Fitzpatrick is new to Terara Public School and enthusiastically put her hand up to fulfil the busiest position of all as secretary. Along with the help of her family Cindy went above and beyond her role attending many events and cooking BBQS. Thanks Cindy.

The P&C conducted the Election Day Cake Stall with many donations from all of our wonderful families both new & old.

We also held Mothers & Fathers Day stalls for the children to put their own personal touch on the gifts given to their loved ones. Thank you to the families who donated time to purchase the gifts, wrap & tag the gifts and supervise the stall.

In 2013 the P&C financially contributed to the School Swimming Scheme and also financially contributed to the purchase of iPads for the students.

Finally, thank you to the wonderful teaching staff at Terara Public School who are a lovely support to our monthly meetings.

**Belinda Chittleborough**

**P&C President**
Student representative’s message

This year has been very busy for the Student Council and as always the representatives from each grade and the school leaders have worked co-operatively and with enthusiasm.

This year we started with Kind Hearted Day to raise money for the Red Cross. We then organised our School’s Clean Up Day.

As usual we organised the Easter Raffle which was a great success thanks to all the school community donating the wonderful prizes.

We had a mufti day for Thumbs Up Friday to raise money for the Jimmy Little Foundation.

Our other big event this year was the Fun Run. The Student Council hired buses to take the whole school to the Showground. We were all dressed as pirates as this was held on International Talk Like A Pirate Day. We had lots of fun and raised over $1,500.

To raise more money for the Red Cross we had a Cool Colours Mufti Day to help the Bushfire Appeal.

Our last task for 2013 was a raffle to raise money to help the people of the Philippines.

I wish to thank all of the 2013 representatives - it has been a pleasure to work with such wonderful school citizens.

- Bu Ferry

Below: The Student Council in mufti colours to raise money for the Red Cross.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

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<thead>
<tr>
<th>Year</th>
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Student attendance profile

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<td>94.0</td>
<td>93.7</td>
<td>93.9</td>
<td>94.3</td>
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</table>

Management of non-attendance

Our school regularly promotes the importance of regular school attendance through the school website, newsletter and at parent forums. A written explanation is expected following any absence and in the instance of a student being absent for three consecutive days parents are called to clarify the reason for non-attendance.
Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Part Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.168</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.416</td>
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<td>Total</td>
<td>6.362</td>
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</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Terara Public School currently has no staff members identified as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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</tbody>
</table>

Below: Literacy Legends student Gemma French being presented with an award by Associate Professor Robbie Collins, Head UOW Shoalhaven campus.

Below right: Aaron & Liam Armstrong, Georgia Wright and Bella Deaman preparing to lay wreaths during the ANZAC ceremony.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<thead>
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<th>Date of financial summary</th>
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<tr>
<td>School &amp; community sources</td>
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<td>Trust receipts</td>
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<td>Total income</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<tr>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
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<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
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</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Graphical representation cannot be included in this report as the school cohort was less than 10 students and individual students risk being identified. However, with an average score of 428.6, Year 3 out-performed the state average’s score of 399.7. Similarly, 50% of students achieved in the proficiency bands for Numeracy, compared to the state average of 38.8%.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The number of Year 5 students who participated in NAPLAN is too small to draw any reliable analysis, however some general observations can be made:

- 25% of students achieved in proficiency bands in Reading, compared to 15.3% of the state.
- In Writing 8.3% of students were represented in the bottom two bands, compared to the state average of 15.1%.
- 33.3% of students achieved on the proficiency bands in Grammar and Punctuation, compared to 42.1% of the state.

Above: Emily Chittleborough sighting up for shot put at the small schools’ Athletics Carnival.

NAPLAN Year 3 - Numeracy

Graphical representation cannot be included in this report as the school cohort was less than 10 students and individual students risk being identified. However, with an average score of 428.6, Year 3 out-performed the state average’s score of 399.7. Similarly, 50% of students achieved in the proficiency bands for Numeracy, compared to the state average of 38.8%.
NAPLAN Year 5 - Numeracy

The number of Year 5 students who participated in NAPLAN (Numeracy) is too small to draw any reliable analysis, however some general observations can be made:

- Year 5 students performed in line with the state average, with the school’s average score of 496.6 slightly above the state average of 495.1.
- 25% of students achieved in the proficiency range, compared to 27.8% of the state.
- Results were similar between Data, Measurement, Space and Geometry (2.8 points above the state score) and Number, Patterns and Algebra (0.9 above state).

Other achievements

The Arts

In 2013 school students were provided with a range of opportunities in The Arts.

- In Recycling Week students assisted in making a scarecrow from only recycled products. This artwork was displayed across the Shoalhaven and won first place in the school section.
- Infants classes continued their success at the Nowra Show with both classes winning two firsts and a second in the three sections they entered.
- The primary choir performed in the Shoalhaven Music Festival and during other important occasions including the school’s ANZAC service, presentation night and Education Week.
- All students created and decorated a hat for the Easter parade.

Public Speaking

As part of our student leadership development our students are encouraged to participate in a range of opportunities with surrounding schools. This year:

- Noah Bell, Amber Cooper, Iszi Crawford, Monique Harper May Flemons, Chloe Hadley and Lily Wright represented the school at the Small School Public Speaking Competition; and
- Declan Cockburn, Iszi Crawford, Georgia Henderson and Kahli Wills competed in the Multicultural Public Speaking Competition.
Sport

Throughout 2013 students excelled in a range of sporting endeavours. Highlights for 2013 included:

• All students participating in an AFL skill development clinic at school;
• 26 students participating in the School Swimming Scheme;
• Each class took part in an 8 week soccer clinic during Term 3;
• All students involved in a Fun Run, raising over $1500 for the Student Council;
• Stage 2 and 3 students participating in small school swimming, athletic and cross country carnivals, with many students qualifying for district events; and
• Year 4 student Sienna de la Cruz competing in the State athletics carnival in Sydney.

Significant programs and initiatives

Aboriginal education

School staff recognise the significance of Aboriginal Education for both Indigenous and Non-Indigenous students. During 2013 the school signed an agreement with the Nowra Aboriginal Education Consultative Group (AECG) and this agreement was unveiled by a local Aboriginal Elder during our Education Week assembly.

The school also held a Thumbs Up Friday where children were able to wear black, yellow and red clothes to school to raise awareness and funds for the Jimmy Little Foundation.

Staff have worked hard to ensure all teaching and learning programs, where appropriate, incorporated Aboriginal perspectives.

Multicultural education

School staff are very proud of their commitment to values education and recognize the need to promote values such as diversity, tolerance and acceptance amongst the school community. These values were reinforced during the primary excursion to the Australian War Memorial.

Teachers also provided opportunities for students to learn about different cultures and traditions through their studies in HSIE.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

• Analysing school data to identify trends in student achievement and individual students requiring further support;
• Working collaboratively with the school community to identify areas of improvement; and
• Surveying staff, students and parents about the effectiveness of current school programs and procedures.

School planning 2012—2014: progress in 2013

School priority 1

Literacy and Numeracy

Outcomes from 2012–2014

School data will demonstrate consistent improvement in Literacy & Numeracy to match, or better national, state and regional NAPLAN results for Year 5 students.

Evidence of progress towards outcomes in 2013:

• 25% of Year 5 students achieved in proficiency bands in Reading, (15.3% of the state).
• In Numeracy Year 5 students performed in line with the state average, with the school’s average score of 496.6 slightly above the state average of 495.1.

Strategies to achieve these outcomes in 2014

• Continuation of the successful Literacy Legends program in partnership with the University of Wollongong.
• Implementation of comprehension strategies learnt during Focus on Reading training.
• Develop Learning Support Plans and increase School Learning Support Officer time and support students in need.
School priority 2

Aboriginal Education

Outcomes from 2012–2014

All students and staff will understand, acknowledge and promote Aboriginal culture within the school and community through increased knowledge and awareness of cultural heritage and language.

Evidence of progress towards outcomes in 2013:

- Signing and promoting partnership agreement with Nowra AECG.
- Staff attending AECG meetings to gain a better understanding of the AECG role and identifying how we can support our students together.
- Inclusion of Aboriginal perspectives, where appropriate, into teaching and learning programs when preparing for National Curriculum.

Strategies to achieve these outcomes in 2014:

- Continue with No Gap No Excuse training.
- Minimum of 1 staff member to attend local AECG meetings.
- Continue to promote the achievements of Aboriginal students and community members.
- Ensure Personalised Learning Plans are completed for each Aboriginal student, and that plans are monitored, reviewed and evaluated regularly.

Below: Infants students were treated to a visit by the Greenwell Point Fire Brigade.

School priority 3

Curriculum and Assessment

Outcomes from 2012–2014

Implementation of new syllabus documents incorporating the Australian Curriculum across each stage.

Evidence of progress towards outcomes in 2013:

- All staff implementing new English syllabus following extensive training and development of scope and sequences.
- All staff trained in Focus on Reading program, providing knowledge on assessment strategies for reading and comprehension.

Strategies to achieve these outcomes in 2014:

- Provide time to staff for regular ongoing professional discussion regarding programming and implementation of English syllabus.
- Incorporate regular sharing sessions into staff meetings.
- Ensure TARS processes reflect the school’s focus on syllabus implementation and assessment.
- Programming and assessing becomes a major focus in the school’s TARS process.
- Staff work collegially with peers from Small School Network to plan for implementation of Mathematics syllabus.

School priority 4

Engagement and Attainment

Outcomes from 2012–2014

Innovative teaching practices including the regular use of technology to support learner diversity by providing engaging experiences for all students.

Evidence of progress towards outcomes in 2013:

- The purchase of ipads to support student learning.
- Recabling of some classrooms and the creation of additional data points to speed up internet delivery.
Strategies to achieve these outcomes in 2014:

- Employment of computer coordinator to maintain school network and hardware.
- Staff training on the integration of iPad use into teaching and learning programs.
- Continue to explore suitable iPad applications (aps) and their value on educational settings.

Professional learning

Throughout 2013 the school was provided with $5783.53 for professional learning. These funds, along with an additional $590.97, provided professional learning opportunities to teachers around the National Curriculum, L3 and online courses. In addition to this after school every three weeks all teachers were trained in Focus on Reading to improve comprehension and reading skills across the school. On average, $1062.41 of Professional Learning funds were spent on each teacher throughout 2013.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. This year we focused on the effectiveness of our transition to Kindergarten program and the level satisfaction from participating families. A survey was sent to parents of kindergarten families to gauge their level of satisfaction. Comments returned on the parent survey included:

- (Son’s name) has settled into school beautifully. The staff are extremely supportive and it’s nice to know the bigger students ‘look out’ for the kindergartens.
- The orientation program put my concerns to rest about (my daughter) starting school. She looks forward to coming to school each day.
- I’ve found all the teachers and office staff easy to approach and happy to help.
- All staff are approachable and want the best for the children … (We are) very happy to be a part of Terara Public School.

Program evaluations

PDHPE

Background

Throughout 2013 the school community chose to evaluate how Personal Development, Health and Physical Education is taught throughout the school. Each family received a survey to complete regarding the teaching of PDHPE at Terara Public School. 18 surveys were completed and returned, providing a response rate of approximately 30%.

Findings and conclusions

- 89% of respondents stated their child/ren participates in physical activities for fitness on a weekly basis.
- 76% of respondents either agree or strongly agree that the school fitness program is meeting student needs for an increased level of fitness, while 70% agree or strongly agree that they would like to see an increase in the level of physical activity in the fitness program.
- 100% of respondents agreed or strongly agreed that the school’s drug education program as an important part of their child’s social development, and that the child protection program us an important part of the school program.
- 100% of respondents agreed that PSSA interschool sporting events and carnivals are valuable sporting experiences for students.
- 94% of respondents stated that sports skills clinics provide opportunities to develop and improve students’ sport skills. One respondent believed that there should be a greater range of sports on offer, and that the sports with the strongest development programs and most money were more readily accessible than other sports.

In conclusion, the survey identified that student participation in sport is valued at Terara Public School, as is the school’s drug education and child protection program.
Future directions
The school will explore opportunities to enable students to access a wider range of sporting clinics, and work with smaller sporting clubs to promote sports that may have been overlooked in recent years.

Communication
Background
The school aims to foster positive relationships will all members of the school community and staff recognize the importance of open communication with all stakeholders. To gauge the effectiveness of the school’s communication strategies, a survey was distributed to all parents. 19 completed surveys were returned, providing a response rate of approximately 30%.

Findings and conclusions
The survey found a very high level of satisfaction with the communication processes that exist within Terara Public School.

- 100% of parents are happy/satisfied with the quality of general communication offered at Terara Public School.
- 95% of respondents agreed that the school provides both essential and helpful information.
- 92% of parents stated the school provides information that makes them feel part of the community with 8% saying this is usually the case.
- The school newsletter was rated as the best external source of communication, followed by the roadside changeable sign and the school website.

During Term 4 a new format was adopted for the school newsletter and this has been well received amongst the community.

Future directions
Based on the findings, a renewed focus will be the school website in 2014. Staff will ensure that the calendar feature is used more effectively and information and photos about school events will be uploaded on a more regular basis. The school will also explore other communication tools, including social media, as a means of communicating with parents and community members.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mrs. Julia Buckingham  Teacher
Mrs. Robyn Jamieson  Teacher
Mrs. Janelle Moogan  Teacher
Ms. Lyn Riches  Teacher
Mrs. Belinda Walker  Teacher
Mr. Rod White  Principal

School contact information
Terara Public School
20 Millbank Rd, Terara, NSW 2540.
Ph: (02) 4421 6034
Fax: (02) 4423 1752
Email: terara-p.school@det.nsw.edu.au
Web: www.terara-p.schools.nsw.edu.au
School Code: 3185

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

Left: Sienna de la Cruz participating in the State Cross Country Carnival.